

**The ADT Commitment:
An Implementation Evaluation**

Presented to The Association of Independent California Colleges and Universities

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Master of Public Policy Practicum

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Spring 2021

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Executive Summary

The Associate Degree for Transfer (ADT) Commitment is a policy tool that the State of California introduced to encourage independent colleges and universities in California to accept more transfer students from California Community Colleges (CCCs) (AICCU, 2020). Over time, the policy is meant to increase the educational attainment of California residents - contributing to both economic growth and equity (Johnson et al., 2015). Serving as consultants to the Association of Independent California Colleges and Universities (AICCU), a team of graduate students from the USC Price School identified the need to evaluate the ADT Commitment because of its implications for the entire sector that AICCU represents. The research team used a mixed-methods approach to evaluate the first years of the policy's implementation, relying on data from stakeholder interviews, a proprietary survey, and public databases. Ultimately, the team made findings related to progress toward policy goals, unintended consequences, and program activities. The team recommended ways to improve implementation activities and to monitor metrics to ensure the ADT policy achieves its intended effects.

The ADT Commitment applied a public-university-sector solution to California's independent colleges and universities (ICCU) (AICCU, 2020). Before the ADT Commitment, the ADT program had already transformed the public sector's complex sets of transfer pathways into one universal program (Constantouros, J., Heiman, J., 2015). In 2018, California lawmakers decided to extend the ADT program to independent colleges and universities through the ADT Commitment - institutions were not required to commit but were encouraged through an incentive program (A.B. 1809, Sec. 11, 2018). In signing the ADT Commitment, institutions pledged to create universal sets of credits and transfer pathways that CCC students could apply to their degrees when transferring (AICCU, 2020). As a policy tool, the State designed a quota-based incentive that threatened to reduce Cal Grant scholarship funding levels for students at all independent institutions if the collective sector did not admit a minimum number of ADT students (A.B. 1809, Sec. 11, 2018).

The implementation evaluation framework allowed the authors to evaluate stakeholder engagement in key program activities and make recommendations in areas where those activities could be improved. In conducting its analysis, the student research team first produced a logic model illustrating the paradigm for program implementation and analyzed the political influence and implementation roles of stakeholders. The team used the logic model and stakeholder analysis to guide the processes of data collection and analysis. Data collection included interviews with 18 stakeholders, a survey of administrators at independent institutions, and downloads of publicly-available datasets. The team used a combination of these data sources to reach each of its findings.

The research team focused on policy goals, implementation activities, and additional consequences. First, the team found that the policy's primary goals are to increase accessibility to independent institutions and increase the number of transfers to independent institutions. While ADT seems to have improved perceptions of accessibility and increased the number of ADT transfers recorded, overall CCC transfers were still on a decline during the first two years of program implementation. The team recommends that stakeholders monitor overall CCC transfers in addition to

The ADT Commitment: An Implementation Evaluation

ADT-specific transfers - legislators, in particular, should consider including all CCC transfer students in the transfer quota. Second, the team found that ICCUs have made progress in streamlining the transfer process for students, but that there is a lack of communication within and between CCCs and participating ICCUs. Furthermore, student transfer advising does not always promote ICCUs as an option for ADT students. The team recommends that ICCUs improve online resources for students, that CCCs and ICCUs appoint transfer liaisons to improve communication, and that CCCs and ICCUs implement best practices for student advising.

Issue Overview

California's public education system relies on two-year CCCs to make four-year degrees more accessible and affordable to its residents, but a complex transfer landscape has limited the system's ability to meet these goals. In 2017, California ranked last in the nation for making four-year universities accessible to its residents, with only about 30% of its students enrolled in four-year institutions, compared to 70% enrolled in two-year institutions (Bustillos, 2017). The ADT program is meant to increase transfer volume from CCCs to four-year institutions – increasing the accessibility and affordability of four-year degrees by providing more transfer opportunities. In 2018, legislators passed a law extending ADT to independent institutions. The law imposed a minimum requirement for the number of ADT students that the sector must collectively admit, threatening to reduce Cal Grant scholarship money for students in the entire independent sector if the sector fails to meet the collective quota. The program is currently in its third year, and so far institutions have met challenges meeting the quota.

Condition of the Transfer Landscape in California

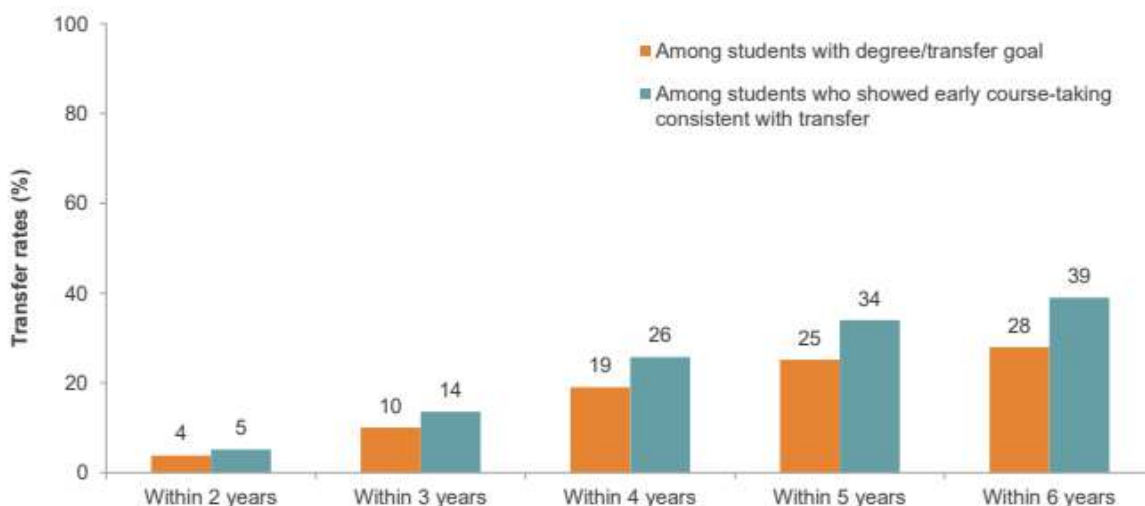
California's public higher education system relies on a three-tiered system to address the multifaceted needs of California citizens, with CCCs offering common, lower-division, and general education courses to prepare students to transfer to four-year institutions (Baker et al., 2018). In general, transfer systems aim to decrease time-to-completion while increasing transfer rates, graduation rates, and rates of completion. These goals are in line with one of the primary missions of CCCs - to make the California higher education system more affordable and accessible for underrepresented students (Johnson & Mejia, 2020). Increasing transfer opportunities should serve this purpose by making it easier for students to reach their educational goals. However, only 19% of students who intend to transfer actually transfer within four years (See Figure 1; Johnson & Mejia, 2020). Increasing successful transfers would advance the policy goal of using CCCs to increase economic mobility and address the forecasted workforce shortage in California (Johnson et al., 2015).

With confusing and inconsistent pathways, the transfer process was even more costly on average than traditional pathways, with transfer students spending \$36,000-\$38,000 more than those who begin their schooling at four-year institutions (Bustillos, 2017).

Before ADT, CCC students faced a transfer process that was bureaucratic, inconsistent, and confusing (Bustillos, 2017). First, students intending to transfer had to fulfill requirements to transfer successfully, but these requirements were not always clear (Hsu, 2019). Students had to follow either the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU pathway, but different school systems and major departments had different sets of requirements that did not always overlap (Bustillos, 2017). Course requirements were inconsistent between the two pathways and often confused students (Jenkins et al., 2017). To fulfill requirements, students often took courses across multiple CCC campuses due to classroom space constraints and

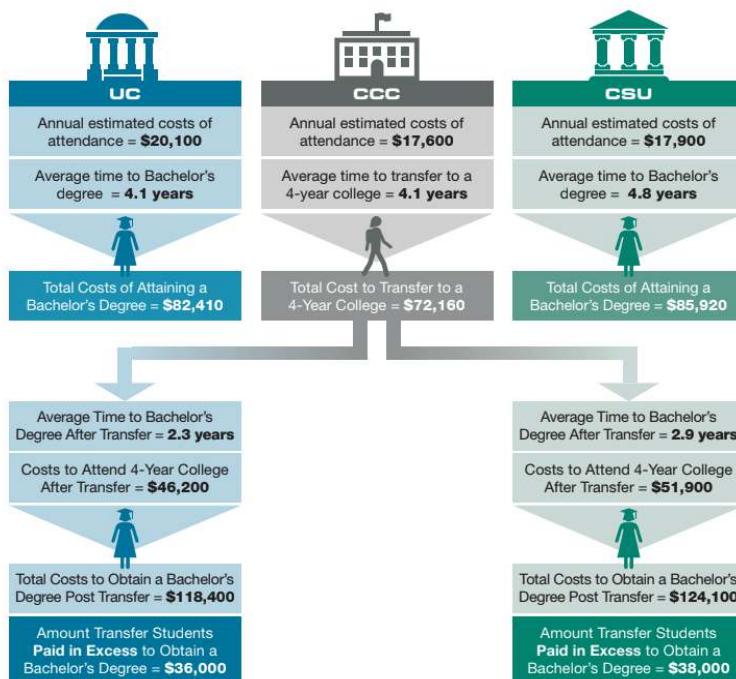
limited course offerings. Confusion among transfer counselors also contributed to the difficulties in providing students with consistent guidelines to help them transfer successfully. With confusing pathways and inconsistent processes, the transfer process was even more costly on average than traditional pathways, with transfer students spending \$36,000-\$38,000 more than those who begin their schooling in four-year institutions (See Figure 2; Bustillos, 2017).

Figure 1. Transfer Rates for Students with Declared Intent to Transfer



Source: Johnson & Mejia (2020)

Figure 2. Increased Costs for Transfer Students



Source: Bustillos (2017)

ADT Offers a Clearer, More Straight-Forward Solution

Legislators introduced the ADT policy into the CSU system for the 2011-2012 academic year intending to establish a streamlined transfer process with more explicit guidelines that could improve transfer rates in California (Baker et al., 2018). The ADT was codified into law with California Senate Bill 1440, also known as the Student Transfer Achievement Reform (STAR) Act in 2010 (S.B. 1440). The ADT program was originally a partnership between the CCC and CSU systems that offered a more simplified, straightforward pathway for students to transfer and obtain a bachelor's degree (Associate Degree for Transfer, 2020). A few years later, the ADT program was expanded to include UC schools. Expanding this program was meant to further increase transfer opportunities for students, ultimately contributing to a more accessible and equitable higher education system.

By streamlining the transfer process through specific guidelines, the ADT program aims to ensure community college students can successfully transfer. Upon choosing an ADT pathway of their intended major, students complete no more than 60 units of lower-division, core coursework to count toward their desired bachelor's degree. Once finished, ADT students are awarded associate's degrees and guaranteed admission to a CSU with junior standing (this guarantee does not extend to the UC system). Upon arrival at a CSU, the ADT student must complete no more than 60 semester units of upper-division coursework to earn a bachelor's degree (California State University). More than just streamlining the pathway, the ADT also ensures that students earn an associate's degree. As it stands, just 25% of CCC transfer students earn an associate's degree before transferring (Jenkins & Fink, 2016). Students with associate's degrees earn 29% more on average than high school graduates and are also more likely to earn a bachelor's degree (Crosta & Kopko, 2014; Berger & Fisher, 2013).

The ADT is a relatively new program, but some studies have already found that ADT has increased overall transfers and completion rates. A UC Davis study found that about 70% of ADT earners successfully transfer to a four-year institution, with about 80% of those students attending a CSU and about 12% attending a UC. The study also finds that the ADT pathway provides a more efficient path to fulfill course requirements—students pursuing an ADT in a department tend to graduate with fewer units and be enrolled for fewer terms compared to students in similar departments outside of the ADT pathway (Baker et al., 2018). A comparison of ADT and non-ADT students also showed that about 48% of all ADT transfer students graduate from a CSU within two years of transferring compared to only 27% of non-ADT transfer students (Bustillos, 2017).

While encouraging, these studies have significant limitations. The study results do not control for self-selection into the ADT program – for example, students who select the ADT pathway may be more focused or affluent, on average, than students who do not select into the program, so better outcomes for ADT students may be a result of the population's inherent characteristics. In 2015, the California's Legislative Analyst Office (LAO) wrote that it was still too early to evaluate outcomes for ADT students and recommended continuing to collect and analyze student outcome data

before making corrective legislative action. Six years later, there are still no rigorous quantitative studies of the program (Constantouros & Heiman, 2015).

The Associate Degree for Transfer Commitment at AICCU Member Institutions

In response to looming cuts to Cal Grant funding, AICCU made an agreement with the Brown Administration in 2018 that expanded the ADT program to ICCUs (AICCU, 2020; A.B. 1809, Sec. 11, 2018). The agreement was included in Assembly Bill 1809 and named the “ADT Commitment.” In exchange for maintaining higher Cal Grant funding levels, the State charged AICCU member institutions with articulating transparent transfer pathways and collectively admitting a predetermined quota of ADT students each year (See Table 2; AICCU, 2020; AB 1809, Sec. 11). At the end of each academic year, the State evaluates collective ADT transfer admits for the sector in order to determine the level of Cal Grant funding that students at independent schools will receive the following year (see Figure 3). If it functioned as intended, this second expansion of the ADT program would open up additional transfer opportunities to transfer students in another sector of higher education.

Figure 3: Bill Text of AB1809

...the maximum tuition award amounts for Cal Grant A and B awards for students attending private nonprofit postsecondary educational institutions shall be as follows:

(1) For the 2015–16, 2016–17, 2017–18, and 2018–19 award years, nine thousand eighty-four dollars (\$9,084) for new recipients.

(2) For the 2019–20 award year: (A) (i) If the number of new unduplicated transfer students accepted by private nonprofit postsecondary educational institutions who have been given associate degree for transfer commitments in the 2018–19 academic year meets or exceeds a target of 2,000, nine thousand eighty-four dollars (\$9,084) for new recipients.

(ii) The first cohort, Fall 2018, shall be reported showing progress towards the annual goal by April 2019. The association representing the largest number of independent colleges and universities shall provide, by April 2019, a list of campuses that have adopted, or are in the process of adopting, the associate degree for transfer pathway.

(B) If the number of new unduplicated transfer students accepted by private nonprofit postsecondary educational institutions who have been given associate degree for transfer commitments in the 2018–19 academic year is fewer than 2,000, eight thousand fifty-six dollars (\$8,056) for new recipients.

(3) For the 2020–21 award year:...

Source: Higher education trailer bill, AB-1809, California State Assembly (2018).

AICCU member institutions have demonstrated their commitment to the ADT program by increasing the number of admitted ADT students in each of the first two years of the program's implementation, but there are some growing pains as institutions adapt to a brand new system (See Table 2). AICCU member institutions have traditionally accepted CCC transfer students through local articulation agreements made with individual CCCs. These agreements provide requirements for students to transfer from a given CCC to a given AICCU institution. Over 88 percent of undergraduate-serving AICCU member institutions have at least one articulation agreement with a CCC (AICCU, 2020). These agreements are formulated with input from local community stakeholders and are meant to respond to local conditions and workforce needs (AICCU, 2020; Jenkins et al., 2018). While traditional transfer pathways at ICCUs were highly customized, the ADT Commitment represents a universal approach to transfers.

While there are reports of successful ADT implementation at CSUs, the application of ADT at AICCU member institutions has not been investigated. With AB 1809, the state tied Cal Grant funding levels to ADT transfer numbers, doubling down on its wager that ADT will improve the transfer system. The State's expansion of the ADT program through the ADT Commitment communicates the State's perspective that the ADT model is a universal solution to increase transfer rates and educational attainment, but this assumption requires further investigation in the context of ICCUs. The research team designed an implementation evaluation to investigate the assumption that the ADT Commitment offers a pragmatic solution for ICCUs to increase CCC transfers. By analyzing progress on policy goals, implementation activities, and unintended consequences, the research team aimed to empower institutions to make actionable improvements to program implementation even if the policy remains in its current form.

Methodology

This study employs a mixed-methods approach, collecting and analyzing both qualitative and quantitative data. As an implementation evaluation, the study's research questions focus on processes and activities of implementation (see Figure 4). The implementation analysis provided a framework that allowed the authors to identify areas where stakeholders could make actionable improvements to program implementation. To contextualize where the program needs improvement, the research team also analyzed early evidence of progress toward policy goals. The team collected data by interviewing stakeholders, administering a survey, and reviewing public datasets. The authors of the study used the data collected to construct a logic model illustrating the relationships of resources, activities, outputs, outcomes, and impact; the logic model serves as the paradigm, where each element serves as criteria when evaluating the actual program. Once the model was constructed, the authors synthesized findings from qualitative data to identify areas where implementation activities could be improved. For a full description of the methodology, see Appendix A.

Figure 4: Research Questions

1. What are the policy goals? What evidence is there that the program met each goal?
2. What are the key program activities? To what degree have they been implemented?
3. What are the unintended consequences of implementing the ADT Commitment?

Qualitative data were collected through interviews with key stakeholders, a survey of administrators at AICCU members institutions, and a proprietary assessment of institutional websites. The research team conducted 18 interviews with individuals from 6 stakeholder groups, with stakeholders selected for their exposure to ADT, legislative power, and involvement in implementation. The team also sent a 10-question survey to AICCU's liaisons at all ICCUs that made the ADT commitment, and 24 school administrators responded to the survey. Finally, the team assessed each institution's website for inclusion of specific ADT information and created a database with the results (see Figure B4 in Appendix B). The authors combined these data in the analysis to assess policy goals, implementation activities, and inputs. For additional information on qualitative data collection, stakeholder selection, and data analysis, see Appendix A.

Quantitative data were collected from public databases at the institutional level. Primarily, the data were collected from The Integrated Postsecondary Education Data System (IPEDS) and the CCC Chancellor's Office Data Mart. The data were analyzed in excel to show time trends for transfer numbers at AICCU member institutions and to compare transfer numbers at private institutions to those of public universities. The study also includes preliminary outcome data showing ADT transfers compared to the designated quota. This quantitative analysis serves to contextualize the challenges and successes of the program's initial implementation.

The team combined interview data, literature about ADT in public universities, and the text of related legislation to construct the logic model. While some elements of the model - such as desired impacts and inputs - were clear in the text of the legislation, other elements - such as promotional activities and the roles of advisors - were drawn from stakeholder interviews. The team used the logic model to identify issues with key activities that are designed to effect the policy's desired outcomes. Following data collection, the team synthesized and cross-validated the data to find common themes. Each of four team members wrote a memo including common themes, and the memos were then discussed and shared among team members. Once common themes were identified, team members searched through all interview notes - stored in a shared Google Drive folder - to find additional support for its findings.

The study has some important methodological limitations. First, AICCU employees provided contacts to the research team for most stakeholder groups, so the process of selecting interview subjects could lead the authors to collect information that is line with the views of AICCU - however, the authors make no claims that the interview subjects make up a representative sample of individuals from stakeholder groups. Second, the ADT Commitment is only in its third academic year, and one of the years was dominated by the COVID-19 pandemic while another was tainted by it. The pandemic may have slowed down implementation activities that would have taken place in its absence.

Findings

The research team made findings in five categories: an ADT Logic Model, a Stakeholder Analysis, Progress Toward Policy Goals, Program Activities, and Unintended Consequences. The Logic Model section provides the framework for the implementation evaluation and provides criteria against which the program can be judged. The Stakeholder Analysis section serves to contextualize the interests and power of stakeholders as they navigate and influence the transfer system. The Progress Toward Policy Goals section takes an initial look at the evidence that the policy is achieving its goals in the initial years of implementation - with the understanding that it is too early to rigorously evaluate the program's effectiveness. The Program Activities section then identifies the activities taking place in furtherance of the policy goals, evaluating the implementation of these activities based on data collected in interviews and a proprietary survey. Finally, the Unintended Consequences section discusses other early, often unforeseen, consequences of the ADT Commitment.

Logic Model

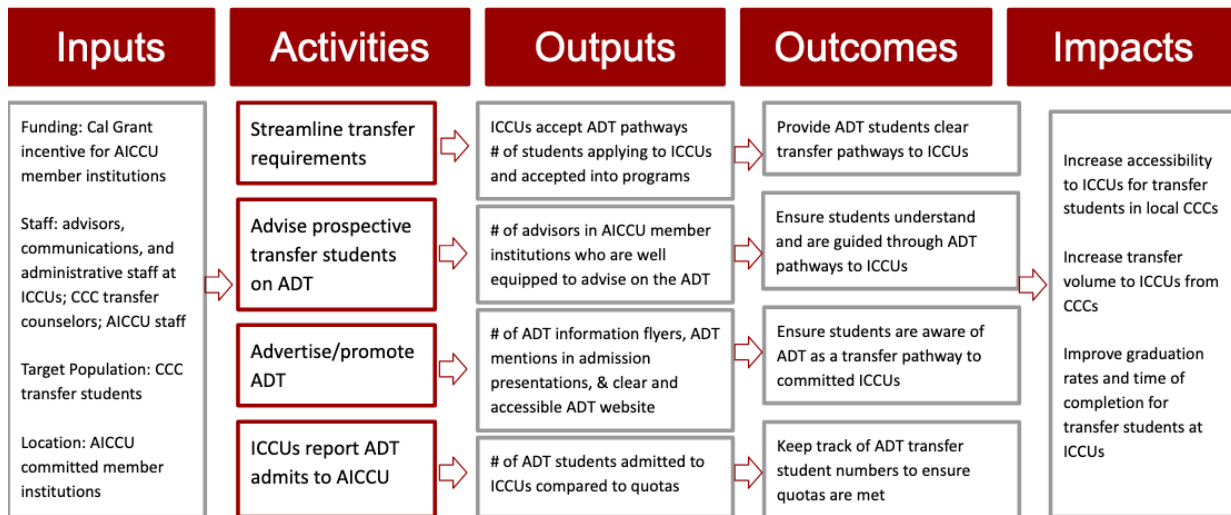
The research team designed a logic model to provide a concrete framework that gives analysts a clear and objective understanding regarding the main inputs, activities, outputs, outcomes, and impacts of the program (Wholey, Hatry & Newcomer, 2004). The individual components of the logic model provide the criteria that the research team can use to determine if the actual activities are in line with the initial expectations (Centers for Disease Control and Prevention, 2021). If there are policy failures, analysts may be able to identify the source of each failure in the logic model. The logic model matrix is shown in Figure 5, while an extended description of the logic model is available in Appendix A5.

The research team identified primary inputs of the AICCU ADT commitment - the Cal Grant funding incentive, support staff, such as ICCU administrators, communication and advisor staff and CCC counselors, and AICCU member institutions, as well as the target population of CCC prospective transfer students. Each of these inputs play a central role in the success of the policy. The policy relies on the Cal Grant incentive to encourage institutions to accept transfer students, and students rely on transfer counselors to facilitate their participation in ADT.

With these inputs, there are four major activities in the implementation of the ADT Commitment that are supposed to lead to the desired outputs and outcomes. First, AICCU institutions sign up for the ADT commitment and streamline transfer requirements in order to increase accessible options for students. Second, institutions employ advisors who communicate with ADT information students, eventually leading to informed students who are equipped to succeed in the ADT process. Third, AICCU member institutions promote the ADT Commitment to CCC students to increase student awareness and knowledge of ADT - this promotion happens both online and in person. Fourth, institutions regularly report data on the number of ADT admits to AICCU (California Student Aid Commission, 2019). This activity allows AICCU to report overall ADT admits to the State as it keeps track of the sector's compliance with the ADT Commitment quota.

Each element in the logic model serves as a criteria against which the actual program activities can be judged. Together, these activities should ideally increase accessibility of four-year institutions, increase transfer numbers from CCCs to ICCUs, and improve graduation rates and time to completion for students. Insufficiencies on the left side of the logic model could lead to failures of the policy to achieve its desired impacts. The research team used this logic model to identify areas for improvement that must be addressed in order to maximize the policy’s impact.

Figure 5: Logic Model



Stakeholder Analysis

The research team identified stakeholder groups based on their engagement with the ADT Commitment and used the analysis to select interview subjects (see Table 1). Criteria used for selection included direct exposure to the program, legislative power, and involvement in implementation. Stakeholders groups selected for legislative power were California legislators and the California Governor’s Office. AICCU, participating ICCUs, CSU admission officers, and CCC transfer counselors were selected for their involvement in implementation. Those with direct exposure to the ADT program were participating ICCUs and ADT students at both ICCUs and CSUs. Once identified, stakeholders were analyzed based on their interests, power, and influence.

Table 1: Stakeholder Table

Stakeholder	Interests	Influence/Power
California Legislators	Increase Bachelor’s degree holders in the state	High — Ability to draft and implement legislation
Office of the California Governor	Increase Bachelor’s degree holders in the state	High — Ability to support and implement legislation; passes the state budget
AICCU	Increase Bachelor’s degree holders in the state; represent ICCUs; support the ICCU sector and its students	Medium/High — Lobbies for ICCU sector; negotiated ADT Commitment; in contact with state government
Participating ICCUs	Increase accessibility for transfer students; streamline transfer process; maintain Cal Grant funding levels	Medium — Can sign or abstain from ADT Commitment on a per-institution basis
CSU Admission Officer	Facilitate transfers from CCCs; increase state’s educated workforce; increase applicant preparedness	Low — Provides example of ADT’s success in public schools
CCC Transfer Counselors	Successfully guide students to transfer to four-year institutions	Low — Counsel students based on available ADT pathways
ADT AICCU Students	Transfer accessibility to ICCUs; minimize tuition costs; minimize time-to-completion	Low — Subject to legislation and policies

Association of Independent California Colleges and Universities

AICCU has influence over the design of the policy, as the organization negotiated the initial deal to bring ADT to independent institutions. The organization is interested in increasing Bachelor's degree holders in the state, representing and advocating for the interests of ICCUs, and supporting the ability of the ICCU sector to serve students (AICCU, 2021). AICCU aims to facilitate institutions' participation in the ADT commitment in order to increase the overall number of transfer students in order to maintain higher Cal Grant funding levels. In this sense, AICCU plays a key role in institutions' compliance with the policy as well as the overall direction of the policy going forward. As an organization with lobbyists and connections to a large number of institutions, AICCU can contribute to the successful implementation of ADT commitment and, by extension, advocate for changes in policy through its relationships with legislators (Subject Q, Interview, 2021; AICCU, 2021).

Participating ICCUs

The interests of participating ICCUs in the ADT Commitment include increasing accessibility to ICCUs for CCC transfer students, streamlining the transfer process to ICCUs, and maintaining Cal Grant funding for students (Subject B, Interview, 2021; Subject D, Interview, 2021; Subject F, Interview, 2021; Subject H, Interview, 2021; Subject I, Interview, 2021; Subject L, Interview, 2021; Subject M, Interview 2021). The relative influence and power of participating ICCUs in the program varies. While the influence on program design was limited, each institution had the agency to decide for themselves whether or not to begin accepting the ADT and report data to AICCU. Administrators at participating institutions also decide which ADT degrees are transferable to existing programs and how the ADT might expand within the institution (Subject B, Interview, 2021; Subject D, Interview, 2021; Subject H, Interview, 2021; Subject M, Interview 2021).

- The three primary goals of ICCUs who adopted the ADT Commitment:
1. Increase accessibility to ICCUs, particularly for CCC transfer students
 2. Streamline the transfer process to ICCUs
 3. Maintain Cal Grant funding levels for students

California State Legislators

California state legislators are interested in increasing educational attainment of state residents by increasing transfers from CCCs to four-year institutions, and collectively they hold significant power over the ADT system. California is one of the most politically progressive states in the nation, yet it ranks last in the nation for making four-year universities accessible to its residents (Bustillos, 2017). Progressive legislators are keen to improve the accessibility and affordability of higher education in California, but the education budget is also tight (Subject A, Interview, 2021). After all,

the State was considering cutting Cal Grant funding to students at independent institutions even before the incentive was introduced. So while legislators have the power to write policies, funding limits the viability of many policy options. As a result, legislators may have more power and interest in policies that do not impose a financial burden on the State.

Office of the California Governor

The interests of the Office of the California Governor in the ADT commitment include increasing bachelor's degree holders in the state and contributing to the fiscal health of the State by submitting an annual budget proposal and vetoing line items in legislation (Ballotpedia, 2021). As the representative of the executive branch of government, the Office of the California Governor has significant power to support and implement legislation. The Office of the California Governor also plays a key role in negotiating with stakeholders and passing the state budget.

Transfer Students

Transfer students have little power to influence policy but they stand to benefit greatly from increased transfer accessibility to four-year institutions, lower costs of completing a degree, and timely degree completion. Generally, students prefer a straightforward transfer pathway that allows them to graduate in as few semesters as possible without wasting resources on unnecessary credits (Subject N, Interview, 2021; Subject O, Interview, 2021; Subject P, Interview, 2021). Given their interests, ADT students could benefit from a policy that simplifies credit requirements and prioritizes them in admissions at independent institutions. On the other hand, Cal Grant funding levels contribute to the affordability of attendance at independent institutions, and this policy could lead to cuts in Cal Grant funding levels if ICCUs do not meet the minimum quota. While student groups were co-sponsors of the original ADT legislation, students have little power in the Cal Grant incentive system - students are the ones who are punished if the system does not meet the quota, yet there is little they can do to force their institutions to accept more transfer students (Senate Rules Committee, 2010).

CSU Admissions Officers

CSU admission officers represent the greater CSU system. They are interested in facilitating transfers for CCC students to CSU campuses by streamlining the transfer process (Subject E, Interview, 2021). The ADT was initially adopted by the CSU system and though this study focuses on the ADT Commitment at ICCUs, it is important to have a base understanding of the ADT at CSUs. CSU admission officers have shown preliminary evidence of the ADT's success, which can contribute to a better understanding of the implementation of the ADT Commitment at ICCUs. In the formulation of the ADT, CSUs were interested in maintaining the academic quality of accepted students to ensure their success at CSUs.

CCC Transfer Counselors

The primary interest of CCC transfer counselors is to successfully guide students through the CCC system and the transfer process. Prior to the ADT, CCC counselors were also interested in establishing a more streamlined system to simplify the transfer process (Subject J, Interview, 2021). CCC transfer counselors play a significant role in the student experience and are often the ones to introduce the ADT as a transfer pathway (Subject N, Interview, 2021; Subject O, Interview, 2021; Subject P, Interview, 2021). They hold relatively low power and influence in program design and implementation, as their main responsibility is to counsel students based on what is made available through articulation pathways and the ADT.

Implications of the Stakeholder Analysis

An evaluation of the primary stakeholders provides further insight into the involved and impacted parties with regards to the ADT Commitment. Understanding the relative interests, power, and influence of each stakeholder illuminates how changes and improvements may be made to the ADT Commitment from both a broader, programmatic perspective and an institutional level. The analysis also highlights the complexity of having stakeholders with varying levels of power despite sharing many interests.

A key finding from the stakeholder analysis is that many stakeholders are interested in increasing transfer rates in the state and increasing accessibility of ICCUs for CCC transfer students. However, the power of interested stakeholders does not always equate to their levels of interest, highlighting the complex nature of the ADT program. For example, the students who are directly impacted by the ADT Commitment have little power to influence the program. Stakeholders that hold more power, such as CA legislators and AICCU, are responsible for acting and advocating on behalf of less powerful stakeholders who are highly impacted by the program. This dynamic illustrates the gravity of the decisions policymakers have and the importance of broad stakeholder engagement, particularly involving stakeholders with lower power and influence. Failing to include low-power stakeholders in the development of the ADT Commitment would leave the most impacted communities out of the conversation.

The analysis also brings attention to the importance of cross-stakeholder engagement and communication. A finding that will be discussed further in the report is the lack of communication between stakeholders in the ADT Commitment's implementation. Though stakeholders hold varying levels of influence and power, the relatively similar interests in the ADT Commitment and increasing transfer rates underscore the significance of cross-stakeholder communication in the design, implementation, and evaluation of the ADT Commitment. Communication across stakeholder groups will be key in identifying further deficiencies in the program and what changes and improvements would best serve each group.

Progress Toward Policy Goals

This section aims to answer the research team's first research question: what are the policy goals, and what initial evidence is there that the program is meeting each goal? The two primary policy goals identified are to increase the transfer volume and to increase accessibility to ICCUs for students. Ultimately these concrete policy goals have larger implications of increasing the educational attainment of all California residents - contributing to both economic growth and equity. This section serves to contextualize the goals of the program activities and remind stakeholders to closely monitor indicators of these goals in the future to ensure the program is achieving its desired result. If the program does not achieve its goals, stakeholders can then assess program activities to identify areas of improvement. In its analysis, the research team found that ADT seems to be increasing perceptions of accessibility to ICCUs. The team also found a decline in overall transfer volume from CCCs to ICCUs - although ADT transfers have increased in the first two years of the program. The team recommends that stakeholders continue to monitor overall CCC transfers to ICCUs in order to ensure that the policy achieves its overarching goals.

Progress Toward Increasing Transfer Volume

The primary goal of the ADT Commitment is to increase transfer volume from CCCs to ICCUs, but the sector has met challenges reaching this goal. By increasing overall transfer volume from CCCs to ICCUs, the State could open up new transfer pathways for students; opening new opportunities for transfer students could contribute to residents' upward mobility by increasing their educational attainment. However, ICCUs are different from public institutions and come with their own sets of challenges. ICCUs traditionally have lower transfer rates on average than the public systems, and the rate is on a steady decline. For years, the ICCU sector relied on customized transfer pathways to admit transfer students from CCCs, but the ADT Commitment demands that institutions simultaneously adopt a new transfer system and reverse declining transfer trends. While the ADT Commitment seems to be increasing ADT transfer volume, overall CCC transfer volume is still declining (Subject A, Interview, 2021; Subject G, Interview 2021). The research team found that including all transfer students (rather than just ADT) in the quota would allow ICCUs to adapt to a new transfer landscape while still working to increase transfers from CCCs. It is too early in the program's lifecycle to recommend an alteration of the policy, but legislators should reevaluate the policy if the downward trend in overall CCC-to-AICCU transfer rates continues.

A straightforward interpretation of AB1809 suggests that the primary goal of the ADT Commitment is to increase the number of CCC students who transfer to AICCU member institutions. If the AICCU system meets a minimum quota for ADT transfers, students at independent schools receive \$9,084 per year in Cal Grant funding; if the system falls below the quota, these students receive \$8,056 per year (A.B. 1809, Sec. 11, 2018). With decreasing capacity for additional transfer students at CSU and UC schools, there is a need for more institutions to accept additional CCC transfer students

(Subject G, Interview, 2021; Subject L, Interview, 2021; Subject Q, Interview, 2021). In 2018, the onus for increasing transfers fell on AICCU institutions.

As a proportion of total enrolled students, the CCC transfer volume to ICCUs is a fraction of the transfer volume to public universities. One legislative staffer expressed the belief that AICCU member institutions’ transfer volume was already exemplary, seeing no need for a quota (Subject A, Interview, 2021). However, an AICCU employee felt that the State had a general sense that AICCU member institutions were not doing enough for transfer students (Subject Q, Interview, 2021). Compared to public institutions, the AICCU system has low CCC student transfer volume rates (see Table 1).¹ In Fall 2018, undergraduate AICCU member institutions enrolled 20.1 percent of the combined undergraduate population but only absorbed 6.7 percent of combined CCC transfer volume (CSU, 2018; UC, 2019; CCC Chancellor’s Office, 2021; IPEDS, 2021). There are disparities in transfer rates between private and public institutions, but the State’s past efforts to increase transfers were mostly focused on the public system (Legislative Analyst’s Office, 2015). For example, the legislature stipulated that CSUs and UCs should prioritize transfer students in admissions and maintain junior and senior enrollment of 60 percent of total undergraduate enrollment (Legislative Analyst’s Office, 2015). Furthermore, AICCU institutions’ missions are client-centric, while public institutions have society-centric missions (CSU, 2021; UCOP, 2021; AICCU, 2021).

Table 2: Fall 2018 Undergraduate Transfer Volume Rates

System	CCC Transfers	Total Undergraduates	Transfer/Total
UC	19,738	**222,493	8.9%
CSU	49,589	**432,854	11.5%
AICCU	*5,040	**164,356	3.1%

Sources: CSU Student Origin Dashboard (2018), “New Undergraduate Transfers from other Community Colleges or other Institutions”; CSU (2019), “2019 Fact Book”; UC System Infocenter (2020), “Undergraduate admissions summary”; UC System Infocenter (2020), “Fall Enrollment at a Glance.”

*Author’s calculation of raw data from: Management Information Systems Data Mart, “Student Transfer Volume to ISP,” California Community College Chancellor’s Office;

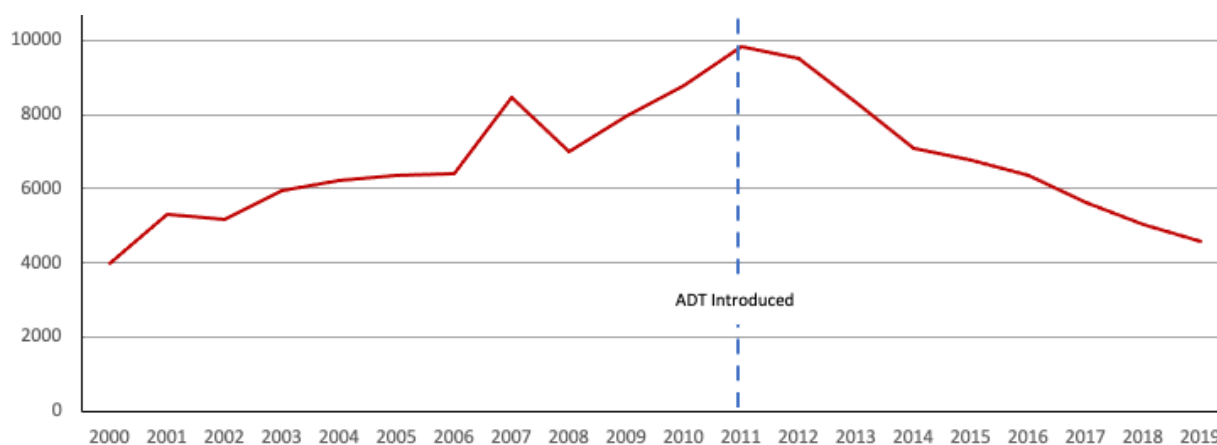
**Author’s calculation of raw data from: Integrated Postsecondary Education Data System, “IPEDS Data System,” National Center for Education Statistics.

While there may not be an expectation that transfer volume at private institutions would be equal to transfer volume at public institutions, AICCU member institutions’ transfer volume has been declining since 2012. From 2012 to 2018, AICCU member institutions accepted fewer CCC transfer students each year in both absolute and proportional terms (see Figure 6). Aggregate transfer numbers from 2006 through 2013 suggest that AICCU institutions may have additional collective capacity to enroll transfer students (see Figure 6). An AICCU employee felt that the state government is aware of

¹ The transfer volume rate is defined as the number of transfer students from CCC schools divided by the overall undergraduate population of that school.

this decline but attributed the decline to Cal Grant funds that have not kept pace with tuition (see Figure 7 and Table 5) and the ADT program itself (Subject Q, Interview, 2021). One explanation for the decline is that transfer counselors' focus on ADT may have diverted transfer students away from ICCUs. Several interview subjects expressed that ADT transfer counselors primarily focus on sending students to public institutions, often treating ICCUs as an afterthought (Subject Q, Interview, 2021; Subject P, Interview, 2021, Subject L, Interview, 2021). While the timing could be coincidental, the introduction of ADT at CSUs coincided exactly with the beginning of the decline in transfer volume to ICCUs. If this relationship is causal (to be clear, there is no direct evidence of a causal relationship), the State might consider taking some responsibility for this decline by supporting ICCUs with implementation of the ADT program.

Figure 6: CCC-to-AICCU Member Institution Transfer Volume (absolute)



Sources: Author's calculation using raw data from: Management Information Systems Data Mart, "Student Transfer Volume to ISP," California Community College Chancellor's Office.

The transfer volume between CCCs and ICCUs did not meet the original quota, and the State has agreed to postpone transfer quotas in both of the first two years of implementation. During the first year, ADT transfers fell far short of the requirement. During the second year, transfers would have met the revised quota had it not been postponed again due to Coronavirus (see Table 3). Given the policy goal of increasing CCC transfers, it is important to note that total CCC-to-AICCU transfer volume has not increased since the policy's initiation. While the enrollment numbers necessary to calculate a ratio have not been released for the 2019/2020 academic year, transfer numbers for 2019/2020 show the overall CCC transfer volume continuing its downward trend during the program's first two years (see Figure 6). Still, two years is not an appropriate timeline for evaluating a program (LAO, 2015). Regarding ADT transfers, the reported number increased significantly from the first to the second academic year (AICCU, 2020).

Table 3: Annual AICCU Transfer Quotas

Year*	AB-1809 Quota (enacted 2018)	SB-77 Quota (enacted 2019)	SB-116 Quota (enacted 2020)	ADT Admits Recorded
2018-2019	2,000	Postponed	Postponed	869
2019-2020	3,000	2,000	Postponed	2,372
2020-2021	3,500	3,000	3,000	TBD
2021-2022	Formula	3,500	3,500	TBD
2022-2023	Formula**	Formula**	Formula**	TBD

Sources: Higher education trailer bill, AB-1809, California State Assembly (2018); Postsecondary education trailer bill, SB-116, California State Assembly (2020); Higher education trailer bill, SB-77, California State Assembly (2019).

The award year is the year following the year in which the quota must be met.

**The formula: “the number of new transfer students attending independent institutions of higher education who were given associate degree for transfer commitments in the prior award year, adjusted by the percentage change in the total number of new transfer students from the year two years prior, compared to the prior year.”

Table 4: Higher Education Trailer Bill Revisions

Bill	Date	Revision
SB-116 Postsecondary education trailer bill	6/29/2020	Suspended quota
SB-77 Higher education trailer bill	7/1/2019	Deleted quota for 2018-2019 Shifted quotas back by one year

Source: Postsecondary education trailer bill, SB-116, California State Assembly (2020); Higher education trailer bill, SB-77, California State Assembly (2019).

Recommendation: Increasing Transfer Volume

The data suggest that *ADT transfers* to AICCU member institutions are increasing, but so far the evidence suggests that the policy is not achieving its goal of increasing *overall CCC transfers*. The decision to strictly count ADT admits – rather than all CCC transfers – incentivizes institutions to prioritize ADT over the traditional transfer pathways. In focusing solely on ADT transfers, institutions may lose sight of the broader policy goal of increasing overall transfers. Broadening the criteria to count all CCC transfers would allow schools to adapt in their own ways while contributing to the broader policy goal of increasing overall transfers from CCCs (Subject A, Interview, 2021). After all, ICCUs have long relied on established transfer channels, such as individual articulation agreements with local community colleges. One interview subject stated that, by counting the ADT transfers separate from student transfers broadly, schools feel pressured to emphasize the ADT pathway over existing pathways (Subject F, Interview, 2021). The state may be reluctant to alter its one-size-fits-all approach, but this alteration would allow a heterogenous set of schools to adapt in ways that still serve

the policy's primary goal of increasing transfer numbers to ICCUs. For example, a school with strong existing transfer agreements could rely on its tested methods, while a school with fewer transfer students could use ADT to entice new populations of students to consider it as an option. It is still early to recommend a change to the ADT Commitment. The team recommends that legislators monitor overall CCC-to-ICCU transfer trends and respond to any continued decline by altering the policy to include all transfer students in its quota.

Progress Toward Increasing Accessibility to ICCUs

AICCU and ICCUs are committed to increasing accessibility across their institutions and serving transfer students throughout the State (AICCU, 2020). Increasing the accessibility of ICCUs, particularly for students transferring from CCCs, is a critical strategy in increasing the number of bachelor's degree holders in the state (Johnson et al., 2015). However, due to a combination of increasing tuition costs and stagnated Cal Grant funding, ICCUs carry the perception of being inaccessible due to high costs (Subject Q, Interview 2021; AICCU, 2020). The inaccessibility then acts as a barrier to entry and deters students from considering completing their degree at an ICCU (Subject O, Interview, 2021). Conversations with ICCU administrators show that the ADT Commitment is a tool to increase opportunities and accessibility for CCC transfer students, and conversations with ADT students attending ICCUs demonstrate initial evidence that the ADT makes completing one's four-year degree at an ICCU more accessible and affordable.

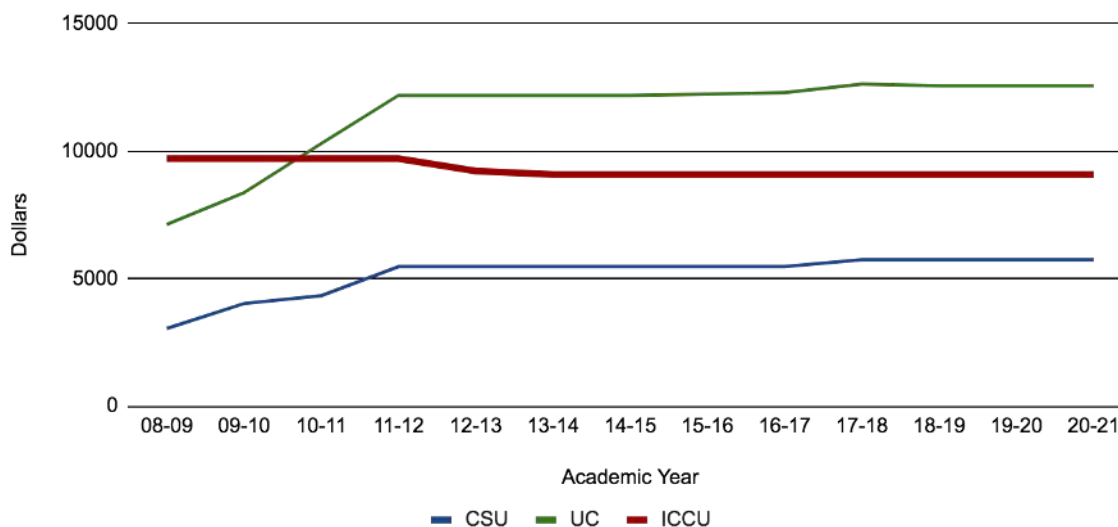
A survey conducted by the PPIC in 2018 found that 58% of Californians think that affordability in higher education is a big problem (PPIC, 2018). While the cost of attendance for CSUs and UCs are currently at an all-time high due to tuition increases over the past decade, the median cost of attendance for an ICCU is more than that of the average tuition cost for both CSUs and UCs. For the 2020-2021 academic year, CSU systemwide tuition totaled \$5,742, and UC systemwide tuition totaled \$14,100 for in-state residents (CSU, 2021; University of California, 2021). Meanwhile, the median tuition cost at an ICCU in California was \$31,925 (IPEDS, 2020). Two students currently enrolled at ICCUs who transferred with an ADT attested to the perceived unaffordability of attaining a four-year degree at an ICCU (Subject N, Interview, 2021; Subject O, Interview, 2021). Students recognize that attending a CCC and then transferring to a four-year institution is a more affordable pathway than directly enrolling in a four-year institution (Subject N, Interview, 2021; Subject O, Interview, 2021; Subject P, Interview, 2021). One student shared that while they hoped to transfer into an ICCU, they were concerned about the cost of attendance as a barrier to entry (Subject O, Interview, 2021). In addition to the greater tuition cost of attending an ICCU, Cal Grant awards for students at ICCUs have remained at a fixed dollar amount or decreased while awards for CSU and UC students have increased (See Figure 7; LAO, 2019; Subject Q, Interview 2021; CSAC). The disparity in sticker prices between public and private universities along with the stagnant state funding both give weight to the perception that ICCUs are inaccessible due to cost.

Table 5: Tuition Price for 2020-21 Academic Year

Sector	Tuition for 2020-2021
California State University	\$5,742
University of California	\$14,100
Independent, Non-Profit (median)	\$31,925

Source: CSU, UC, IPEDS

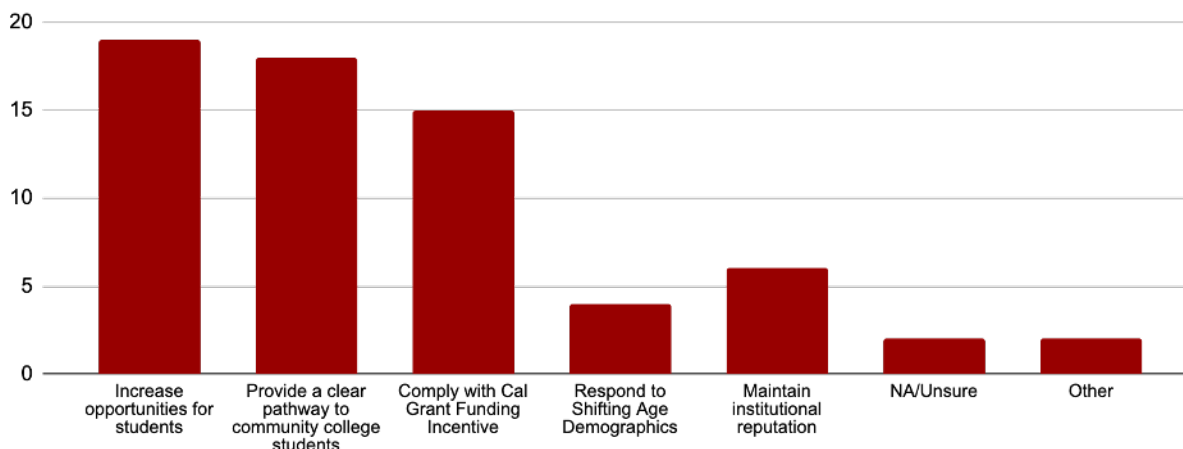
Figure 7: Annual Cal Grant Awards for Students by Sector



Source: California Student Aid Commission Cal Grant Program Offered Awardees 2008-09 to 2020-21

AICCU recognizes that one of the primary intentions of the ADT program and the subsequent ADT Commitment was to make four-year institutions more accessible (Subject Q, Interview 2021). Data from the study’s survey and interviews with ICCU administrators corroborate increasing accessibility as a primary goal of the program. Nineteen out of the 24 respondents indicated “increasing opportunities for students” as a primary motivation to sign onto the ADT Commitment (See Figure 8). Interviewed ICCU administrators confirmed that one of the institutional motivations for ADT adoption is to increase accessibility to ICCUs for transfer students, particularly within local communities (Subject B, Interview, 2021; Subject D, Interview, 2021; Subject F, Interview, 2021; Subject H, Interview, 2021; Subject I, Interview, 2021; Subject L, Interview, 2021; Subject M, Interview 2021). Two administrators noted how their institutions’ unique geographic locations drive their continued commitment to recruiting students from local CCCs and contributing to the local community’s education (Subject D, Interview, 2021; Subject L, Interview, 2021). Many administrators noted that if a policy offered another way for the school to commit to transfer students in California, they would excitedly sign on to participate (Subject B, Interview, 2021; Subject D, Interview, 2021; Subject F, Interview, 2021; Subject H, Interview, 2021).

Figure 8: Survey Results - What motivated your institution to join the AICCU ADT Commitment?



Source: USC MPP Practicum Team for AICCU (2021), ADT survey of AICCU member institution administrators, USC Price School.

Two students currently enrolled at ICCUs who transferred with an ADT confirm the issue of the affordability of a four-year degree and see the ADT as a tool of accessibility (Subject N, Interview, 2021; Subject O, Interview, 2021). One student underscored that the ADT made their ICCU of choice much more attainable because of the honored credits and the reduced tuition cost (Subject O, Interview, 2021). Another student highlighted that transferring from a CCC to an ICCU with the ADT and college

“Going to a CCC and doing the ADT absolutely helped to save money and cut down the cost of tuition a lot...ADT made [ICCU] a more attainable goal” (Subject O, Interview, 2021).

course units qualified them for an institutional scholarship that they otherwise would not have been awarded as a traditional first-year student (Subject P, Interview, 2021). Conversations with students demonstrate that pursuing the ADT and transferring into an ICCU with an ADT saved them both money and time, making the ICCU education more accessible (Subject N, Interview, 2021; Subject O, Interview, 2021; Subject P, Interview, 2021).

One administrator discussed that by accepting the ADT, they hope more transfer students can see private, four-year institutions as accessible and affordable options to complete their bachelor’s degrees (Subject H, Interview, 2021). Given the asymmetry of information between students intending to transfer and four-year universities that would accept their course credits, signing onto the ADT Commitment could also serve as a signaling tool to further emphasize the commitment of ICCUs to transfer students in California (Connelly et al., 2010). The experiences of select ADT students at ICCUs offer preliminary evidence that the policy goal of increasing accessibility is beginning to be met.

Program Activities

This section answers the second research question: What are the key program activities, and to what degree have they been implemented? The research team identified three primary program activities of the ADT Commitment taking place in furtherance of the policy goals stated above. These activities include streamlining the transfer process for students, improving communication within and between CCCs and participating ICCUs, and improving student advising available to prospective transfer students. Ideally, these activities should contribute to the ADT program goals of increasing transfer volume and improving educational access for California residents. The activities were evaluated based on data gathered from stakeholder interviews, a proprietary survey, a review of the existing literature, and a review of institutional resources and websites. The team found that the ADT Commitment does offer a streamlined path to transfer, but exists as a complement to established articulation pathways at ICCUs. Students rely heavily on online resources, which are inconsistently available among participating ICCUs. The responsibility of communicating information about the ADT Commitment to students remains unclear, which has led to confusion between CCCs and participating ICCUs. Accessing counseling from CCC transfer counselors and ICCU transfer admission officers is critical for student success with or without an ADT. The team recommends improving online resources for students, appointing liaisons at CCCs and ICCUs to ensure clearer communication, and establishing a stronger system of advising that leverages the collective knowledge and exposure to students of CCC transfer counselors and ICCU transfer admission officers.

Program Activity: Streamlining the Transfer Process

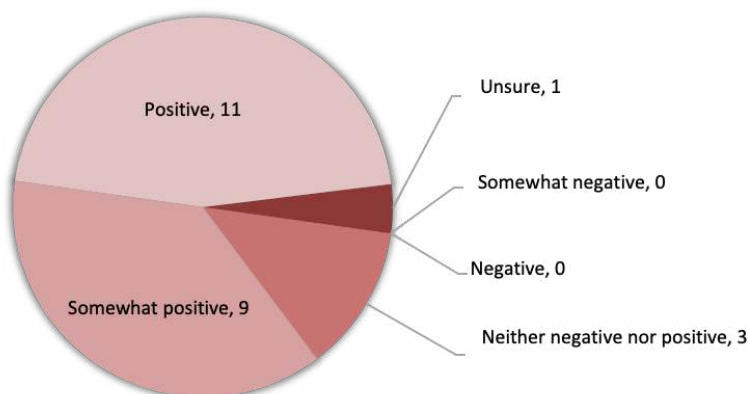
ADT is intended to provide clear and easy-to-follow transfer pathways. Streamlining the process has the potential to reduce excess courses, save students money, and increase transfer rates from CCCs to four-year institutions (Baker et al, 2018). By simplifying requirements, ADT has made it easier for counselors to advise prospective transfer students - these counselors saw ADT as supplements to - rather than replacements for - existing pathways. Students felt that ADT made the transfer process clearer, but it is important to note that there is still no concrete evidence to suggest that ADT improves transfer student outcomes at ICCUs. Furthermore, ADT students' options for majors are limited.

After the passage of Senate Bill 1440, CSU academic departments worked to create a streamlined process and define the ADT requirements of 60 units for specific majors (The California State University, 2021). The blanket course requirements aligned with C-IDs, California's course identification numbering system, to ensure students could understand which courses would meet the requirements of their desired degrees (Subject E; CI-D, 2021). ICCUs did not participate in the development of the requirements for ADTs.

The streamlined ADT transfer process has improved counselors' ability to advise prospective transfer students. Interviews with CCC counselors revealed how the ADT pathway facilitated their ability to support students. Community colleges offer advising appointments but counselors have limited time to advise students (Subject J, Interview,

2021). Prior to the ADT, counselors had to provide students with different course guides for each individual institution - with the exception of those public institutions that accepted the Intersegmental General Education Transfer Curriculum (IGETC) (Subject C, Interview, 2021). With ADT, counselors can provide guidelines for a single pathway that applies to multiple four-year institutions, leaving fewer unique pathways to navigate (Subject J, Interview, 2021). The ADT facilitates the transfer process for counselors because students often plan to apply to more than one institution (Subject J, Interview, 2021). An ADT program that streamlines the transfer process for multiple universities allows students to focus on one path and still have flexibility to apply to more schools.

Figure 9: Survey Results – How would you rate the impact of the ADT program on improving the clarity of the transfer process for students?



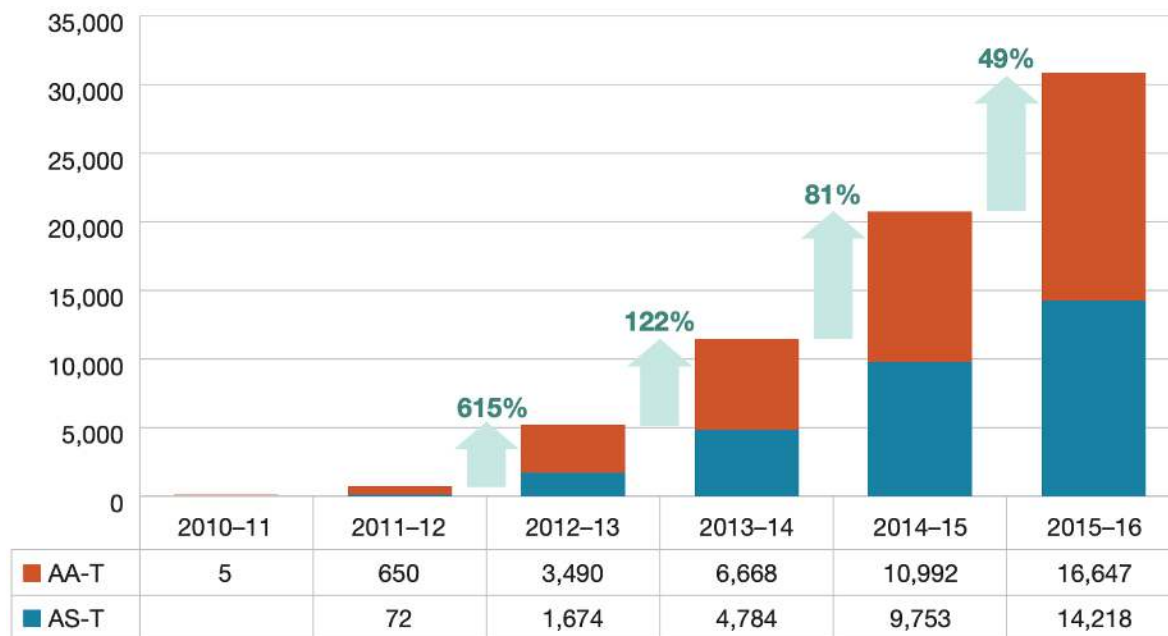
Source: USC MPP Practicum Team for AICCU (2021), ADT survey of AICCU member institution administrators, USC Price School.

The ADT is meant to offer a simple pathway in place of a complex transfer system, but some ICCU administrators argue it is only supplemental. Although the program was presented as a solution to the complex transfer process, the majority of ICCU counselors interviewed did not feel the ADT overhauled the transfer process into their schools. Instead, administrators felt the ADT was just another avenue to their institution, similar to an articulation pathway. However, the survey of ICCU administrators shows a more positive view of the impact of the ADT program on improving the clarity of the transfer process for students (see Figure 9). The details of ADT differ across ICCUs, with some variation in course requirements and the type of ADTs accepted, but administrators feel that the ADT is not significantly different than their articulation pathways (Subject F, Interview, 2021; Subject I, Interview, 2021; Subject L, Interview, 2021; Subject M, Interview, 2021).

In general, ADT students expressed positive views of the streamlined ADT pathways. The students interviewed felt that ADT gave them guidelines that showed them exactly which classes to take (Subject P, Interview, 2021; Subject O, Interview, 2021; Subject N, Interview, 2021). Students felt that, before working toward the ADT, they were wasting money with classes that did not count for credit (Subject P, Interview, 2021; Subject O, Interview, 2021; Subject N, Interview, 2021). One student mentioned how the ADT provided a timeline that allowed the student to complete a degree more quickly

(Subject P, Interview, 2021). For those students who were interviewed, the ADT offered an easy-to-understand opportunity to transfer and complete a degree more quickly.

Figure 10: Awarded Associates Degrees for Transfer, 2011 through 2016



Source: Bustillos, L. T. (2017). *The Transfer Maze: The High Cost to Students and the State of California*. Sacramento, CA. The Campaign for College Opportunity.

Preliminary data from CSUs show that ADT students have increased transfer rates, graduation rates, and lower time-to-completion, but there is limited evidence for the program’s success at ICCUs. Figure 10 showcases the increase in overall ADT degrees awarded over six years (Bustillos, 2017). According to a UC Davis study, 70% of ADT earners successfully transferred to a four-year institution (Baker et al., 2018). Another study from the Campaign of College Opportunity found that 48% of CSU ADT transfer students graduated within two years of transfer, compared to just 27% of non-ADT transfer students (Bustillos, 2017). In interviews, CSU admissions staff expressed the belief that ADT increased both transfer and graduation rates while reducing time-to-completion for transfer students (Subject K, Interview, 202; Subject E, Interview, 2021). At ICCUs, it is still too early to determine the impact the ADT will have on transfer rates, graduation rates, and rates of completion. Many ICCU administrators expressed they have seen little to no change in their transfer rates, but they attributed the lack of progress to the impact of the COVID-19 pandemic (Subject D, Interview, 2021; Subject H, Interview, 2021).

There are limited ADT programs offered at CCCs, reducing options for students choosing majors. Since the public-sector version of ADT began, every CCC has incorporated some ADT programs. However, the amount of ADT programs offered across CCCs varies (Azusa Pacific University, 2021). ADT programs are generally aligned with the most popular majors offered at CSUs (Subject K, Interview, 2021). Limited programs create the illusion that the ADT is only applicable to a few majors, which could dissuade students from pursuing ADTs (Subject K, Interview, 2021).

However, ICCUs can be flexible with majors so that students can pursue majors similar to their ADT programs' focus (Subject K, Interview, 2021). Although ICCUs offer some flexibility, it is unclear if students are aware of this flexibility.

Program Activity: Communication

Successful implementation of the ADT program will require consistent, accessible, and effective communication among key stakeholder groups—students, transfer counselors, and admission staff at ICCUs. There are multiple forms of communication, such as direct contact, presentations, websites, advertisement collateral and written correspondence between students, administrators, staff and other institutions.

Sources of institution-specific ADT information:

- Institutional websites
- Physical flyers
- Admission recruitment presentations

Communicating the ADT program falls into two primary groups—ensuring there is sufficient information about the ADT program for students and establishing a clear channel of communication between institutions involved in the ADT (CCCs and participating ICCUs). Proper communication strategies will ensure that students are fully aware of the option to transfer to an ICCU with an ADT and that CCC and ICCU administrators collaborate to make the transfer process more accessible.

Institutional websites are a strong point of contact for prospective students looking to transfer to an ICCU. The website is a powerful tool that ICCUs can use to advertise and promote the ADT to students. However, not all ICCUs committed to the ADT have ADT information on their websites. Out of 38 participating ICCUs, 18 do not have any

Out of the 38 participating ICCUs, 18 do not have any information about the ADT Commitment anywhere on their websites, and 3 only briefly mention the ADT.

information about the ADT Commitment anywhere on their websites, and three only briefly mention the ADT (see Figure B4 in Appendix B). The other seventeen institutions provide more information on the ADT but the information provided varies. For example,

ADT Website Best Practices:

- ADT-specific page
- ADT headline
- ADT program description
- ADT program requirements for each institution
- ADT program course guide links
- Link to local CCCs
- ADT-specific contact information

some websites have a page dedicated entirely to the ADT Commitment at their institution while others include only a small description of the ADT (see Figure B4 in Appendix B). The lack of ADT information prevents students from understanding how to transfer to an ICCU with an ADT. Two students underscored the importance of websites when trying to understand the requirements needed to transfer to an ICCU (Subject N, Interview, 2021; Subject O, Interview, 2021). One student mentioned that online ADT resources

provided by CSUs and UCs were easier to navigate compared to the website of private institutions (Subject P, Interview, 2021). A CCC counselor also highlighted the lack of information and clarity of the ADT on ICCU websites, contributing to the difficulty of guiding prospective transfer students to ICCUs (Subject J, Interview, 2021). Accessible information about the ADT, especially on institutional websites, will help students see ICCUs as viable options and understand how to transfer to ICCUs with ADTs.

Figure 11: Example of Best Web Page Practices

Transfer to APU
Transfer Events and On-the-Spot Admissions

Associate Degree Transfer Plan
Search by Community College
Search by APU Program of Interest

Related Links
Office of Undergraduate Admissions
Graduate and Professional Admissions

Associate Degree Transfer Plan
If you're looking to transfer to Azusa Pacific with your associate degree, we are here to help make the process smoother as you take the next step toward a bachelor's degree. Search by your community college or program of interest at APU to view an associate degree transfer plan that will help you choose and complete transferable courses at your community college.

[Search by Community College](#)
[Search by APU Program of Interest](#)

Benefits

- Degree preparation requirements are streamlined, making the transition pathway to APU clear for community college students interested in transferring.
- Guaranteed completion of your bachelor's degree in no more than 68 units if you remain on track with your academic plan.
- Depending on your qualifications, you may be eligible for an APU scholarship, including [academic scholarships for transfer students](#).

What are the Requirements for Transferring with an Associate Degree?

You must verify with APU that you have completed or will complete your associate degree by the deadlines listed in the relevant plan. You will receive priority admissions consideration by completing your degree in a major similar to your intended major at Azusa Pacific.

After earning an Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) degree from a college with an approved transfer plan, students are guaranteed admission to APU with junior standing.

Contact Information

Azusa (main campus)
Phone: (626) 812-3016
Email: admissions@apu.edu

High Desert
Phone: (760) 952-1765
Email: highdesert@apu.edu

Inland Empire
Phone: (909) 888-9977
Email: inlandempire@apu.edu

Murrieta
Phone: (951) 304-3400
Email: murrieta@apu.edu

Online Programs
Phone: (626) 815-4570
Email: ops@apu.edu

Orange County
Phone: (714) 935-0260
Email: orangecounty@apu.edu

San Diego
Phone: (619) 718-9655
Email: sandieggs@apu.edu

Source: Associate Degree Transfer Plan. (2021). Azusa Pacific University. Retrieved from <https://www.apu.edu/transfer/associate/>

Another important communication strategy is consistent and clear communication between CCCs and ICCUs. Conversations with ICCU administrators and CCC counselors illustrate the need to improve communication. Some ICCUs report having an established relationships with local CCCs because of existing articulation pathways between their schools, but other interviewees reported limited contact and conversations (Subject I, Interview, 2021; Subject D, Interview, 2021). This lack of communication creates misunderstandings and confusion as to which party is responsible for spreading awareness about the ADT Commitment at ICCUs. Two ICCU administrators commented that the ADT Commitment is not heavily pushed or advertised by their local CCCs (Subject D, Interview, 2021; Subject L, Interview, 2021). Even when communication with local CCCs was consistent, some CCC counselors did not know that the local ICCU accepted ADT (Subject D, Interview, 2021). A CCC counselor commented that ICCU administrators do not share clear information, making it difficult to know which ADTs are accepted at a given ICCU (Subject J, Interview, 2021). Without this information, CCC counselors struggle to promote local ICCUs as an option for their ADT transfer students (Subject D, Interview, 2021). The promotion and communication roles are uncertain at both CCCs and ICCUs, and each party blames the other for inadequate communication. The contradiction and lack of consistency indicates that there is a communication gap.

There are more gaps in communications between students, counselors, and admissions, with uncertainty about who is responsible for those gaps. CCC counselors have the most contact with prospective transfer students. However, if CCC counselors are unaware that their local ICCU is accepting certain ADTs, they cannot communicate those options with students. While students could solicit guidance from ICCUs, they will have to take the initiative to personally contact those institutions. An important first point of contact for students are ICCUs websites, but almost half of the ADT-committed institutions have no ADT information at all on their websites. As a result, students are often unaware of which institutions accept ADT or how to begin the process of transferring. The communication gap between CCCs and ICCUs impacts the information available to students through their transfer counselors. Institutions seem unsure about who is responsible for informing students about ADT options at ICCUs, and it is important for institutions to understand and address these gaps.

Recommendation: Improve Institutions' ADT Web Pages

The lack of ADT information on committed ADT ICCUs' websites is an impediment for student's awareness and understanding of the ADT at ICCUs. Prospective students rely on websites to gain information as they guide themselves through the transfer process. However, almost half of the websites have zero information on the ADT, and three more only mention the ADT in a sentence with no further information to guide or help students. It is crucial for ICCU to augment their websites to include an ADT headline, a description of ADT, specific ADT requirements, a list of ADT programs accepted with course guides, and contact information for transfer advisors. The research team recommends that AICCU works with ICCUs to improve their websites and ensure that each school provide effective, accessible and comprehensive information on ADT. AICCU should prioritize website improvements for

those institutions marked with red and yellow in Table B4 of Appendix B.

Recommendation: Establish Communications Roles/Liaisons

Communication gaps exist between ICCUs and local CCCs, hindering the quality of information both parties can offer in communications with prospective students. The communication gap prevents CCC counselors from properly informing students about the ADT at ICCUs, and the gap also prevents ICCUs from connecting with prospective students. The lack of communication appears to create uncertainty about roles and responsibilities in informing students about their transfer options. Effective communication between ICCUs and CCCs can ensure that information is shared between institutions, that roles and responsibilities are understood, and, ultimately, that students are properly informed. The team recommends that ICCUs and CCCs evaluate their communication gaps and establish liaisons - such as ICCU admissions staff and CCC guidance counselors - to strengthen communications channels between both institutions.

Program Activity: Student Advising

Student counseling and advising on ADT are vital to a student's ability to complete the ADT at a CCC before transferring to a four-year institution. Due to the ADT's recency, many students entering a CCC with the intent to transfer, even to a CSU, are still unaware of the ADT program (Constantouros & Heiman, 2015). Growth of the ADT program for both CSUs and ICCUs relies on information availability and guidance from both CCC transfer center counselors and ICCU transfer admissions officers.

Prospective transfer students at CCCs rely heavily on guidance counselors to successfully transfer to four-year institutions. However, CCC students are not required to meet with counselors but instead are expected to be proactive and reach out to counselors independently (Subject J, Interview, 2021; Subject C, Interview 2021; Subject E, Interview 2021). Once an appointment is scheduled, students are given only 30 minutes with a CCC guidance counselor - a time slot in which the counselor is expected to ensure students are made aware of their different transfer pathways, are on track to fulfill the necessary requirements to successfully transfer, and present the different options of four-year institutions (Subject J, Interview, 2021).

Increased student awareness of transfer requirements and options, and frequent contact with counselors increase student transfer and degree completion.

Extant literature evaluating the role of CCC transfer counselors emphasize the importance of high-quality advising and suggest areas of improvement. While a clear, straightforward pathway facilitates the transfer process to some degree, students also need guidance from early stages onward to increase the likelihood of successful transfer and degree completion (Wyner et al., 2016). Studies find frequent contact with counselors increases student awareness and student transfer rates (Serban et al., 2008). Interviews with three ADT students underscored the importance of advising from

both CCC transfer center counselors and ICCU transfer admission officers. One student noted that they were advised to pursue an ADT by a transfer center counselor—something they otherwise would not have known about (Subject N, Interview, 2021). Another student, who self-identified as a first-generation college student, stressed the importance of having good advisors throughout the transfer process to navigate the complex system (Subject O, Interview, 2021). A large percentage of CCC students are first-generation college students and could benefit from in-person guidance about navigating the system (Johnson & Mejia, 2020). Additionally, students often report that one of the most frustrating aspects about navigating the transfer process is inaccurate or unavailable academic advising (Kerr, 2006).

“I am a first generation college student, so navigating the college system alone was difficult. I relied heavily on my counselors...trying to sign up for the right classes alone was nail-biting and that’s when I became aggressive about seeing my counselor before the beginning of every semester” (Subject O, Interview, 2021).

Transfer Student Advising at ICCUs

The available transfer advisement at participating ICCUs ranges in breadth and depth, but ICCU administrators generally feel they are equipped to guide CCC transfer students through the transfer process to their school (Subject B, Interview, 2021; Subject D, Interview, 2021; Subject F, Interview, 2021; Subject H, Interview, 2021; Subject I, Interview, 2021; Subject L, Interview, 2021; Subject M, Interview 2021). This guidance can include a combination of one-on-one meetings with transfer admission officers, transcript review services, articulation agreement management, and published transfer guides (APU, Biola, UOP, Mills). Some administrators detailed comprehensive services from pre-advising to continued guidance once a student is admitted and enrolled (Subject F, Interview, 2021; Subject M, Interview 2021), and some highlighted the roles of administrators outside of the admission office (Subject D, Interview, 2021; Subject H, Interview, 2021). Among the 39 participating ICCUs, only 17 institutions have a clearly identified Transfer Admission Officer with contact information on the institution website (Appendix B4). This does not mean other institutions do not have transfer admission officers or officers trained to advise students through the transfer process, but it means that some students may not know who to contact at ICCUs about ADT requirements.

Among the 39 participating ICCUs, only 17 institutions have a clearly identified Transfer Admission Officer with contact information on the institution website.

ICCU administrators stated that their staff is trained to guide prospective transfer students who are applying with an ADT (Subject B, Interview, 2021; Subject D, Interview, 2021; Subject F, Interview, 2021; Subject H, Interview, 2021; Subject I, Interview, 2021; Subject L, Interview, 2021; Subject M, Interview 2021). Some clarified that their advising involves navigating the transfer process more than recommending the ADT (Subject B, Interview, 2021; Subject I, Interview, 2021). By the time students come to an ICCU transfer admission officer, they are often too far into completing

courses for counselors to suggest starting an ADT (Subject B, Interview, 2021; Subject I, Interview, 2021). Though one student noted that an ICCU transfer admissions officer recommended pursuing the ADT to facilitate a transfer to the institution, this was more due to the student having already completed most of the courses to complete an ADT (Subject O, Interview, 2021). The complexity that comes with the timing of advisement contact with an ICCU emphasizes the need for a two-pronged approach to advisement.

Recommendation: Establish a two-pronged approach to advising

There may still be a disparity in familiarity between the ADT-to-CSU pathway and the ADT-to-ICCU pathway among transfer center counselors. One student noted that their transfer center counselor helped outline the transfer options but was much more familiar with the ADT-to-CSU pathway than with ADT-to-ICCU pathways (Subject P, Interview, 2021). Because the student was more interested in attending an ICCU, the student relied more heavily on institutional resources to better understand the ADT Commitment and the transfer process to an ICCU (Subject P, Interview, 2021). Students will be best equipped to plan and accomplish their transfer when CCC transfer counselors have sufficient time and resources to introduce the various ADT options and when ICCU transfer admission officers are prepared to assist in navigating the ADT as a pathway to transfer to the ICCU (Subject Q, Interview, 2021; Subject D, Interview, 2021; Subject F, Interview, 2021). Students clearly state that even with the various means of learning about the ADT, clear and accessible advising from CCC transfer center counselors and ICCU transfer admission officers could lead to more students pursuing the ADT-to-ICCU pathway. Establishing a more robust, two-pronged approach to advising would facilitate collaboration between CCCs and ICCUs, ensuring students are made aware of all available transfer options, including the ADT to ICCUs. The best advising practices for CCCs and ICCUs are outlined in Table 6.

Table 6: Best Advising Practices for CCC Counselors and ICCU Counselors

Best Advising Practices for CCCs	Best Advising Practices for ICCUs
<ol style="list-style-type: none"> 1. Clearly articulate students' transfer options and help them determine, as early as possible, their field of interest, major of study, and preferred transfer destination. 2. Continuously monitor student progress, provide frequent feedback, and intervene quickly when students are off track. 	<ol style="list-style-type: none"> 1. Commit dedicated personnel, structures, and resources for transfer students. 2. Assign advisors and clearly communicate essential information to prospective transfer students. 3. Strongly encourage transfer students to choose a major prior to transfer.

Source: Wyner, et al., (2016) *The Transfer Playbook*.

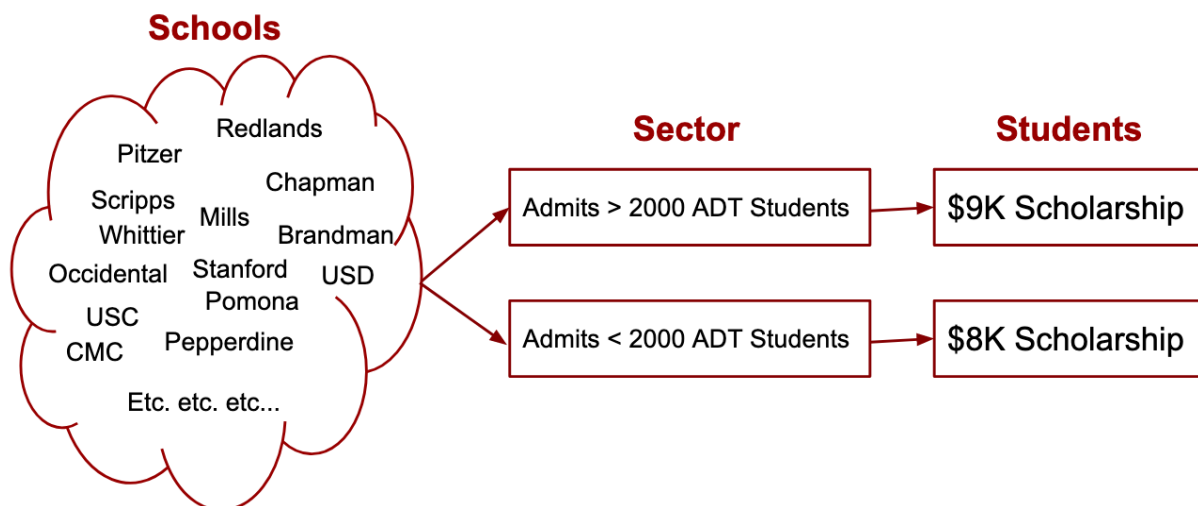
Unintended Consequences

This section addresses the final research question: What are the unintended consequences of implementing the ADT Commitment? This section discusses additional consequences and benefits that have resulted from the policy’s design. Stakeholders can consider these findings in holistic discussions about the policy’s ongoing implementation. Among its findings, the research team discovered that the design of the Cal Grant incentive has the potential to create several problems without necessarily generating its intended benefit. Furthermore, interview subjects identified data collection as an administrative burden, but they did not perceive ADT-related administrative processes as burdensome. Finally, there is evidence that the ADT Commitment has generated new discussions around transfer policies at ICCUs. The research team makes no concrete recommendations regarding these additional findings, but these findings should be considered in any holistic discussions about the policy’s future.

The Policy Tool: Cal Grant Incentives

When legislators tied Cal Grant funding levels to the ADT Commitment, they joined together two distinct issues, created a collective action problem, and developed a punitive mechanism that could hurt the students they were attempting to help. Cal Grant funding was legislators’ only form of leverage over AICCU member institutions, but the policy’s design provides incentives for an entire industry, requires compliance from institutions, and punishes students. In using its only leverage over independent nonprofit colleges and universities, the State has designed a new problem that conflicts with its larger policy goal of serving students. While the Cal Grant incentive is a problematic policy tool, the research team was unable to find an alternative source of leverage to encourage institutional compliance. One alternative policy tool could be to offer support, rather than incentives, to the ICCU sector to increase transfers.

Figure 12: Cal Grant Incentive (numbers for 2018-2019 academic year)



The State used Cal Grants as a policy tool because it was the State's only leverage over AICCU members institutions (Subject A, Interview, 2021; Subject G, Interview 2021; Subject Q, Interview, 2021). Since AICCU members are nonprofit institutions, they have few consequential financial interactions with the state government (California Tax Service Center, 2021). Cal Grant funding levels are a top policy priority for AICCU member institutions, presenting policymakers with an opportunity for influence (Subject G, Interview 2021). Cal Grant funding was set to drop by over \$1000 in the same year that Governor Brown wanted to increase transfer volume to nonprofit colleges (AB 1809, 2018). Brown and AICCU made a compromise that preserved Cal Grant scholarship funding levels in exchange for a commitment to meet an ADT transfer quota (St. Mary's College. 2018).

While connecting distinct policies is not itself problematic, it could create free riding and principal-agent problems when incentives are misaligned; in this case, the policy risks creating these issues by applying a collective transfer quota to an entire sector.² The transfer quota is measured at the collective level, requires compliance at the institutional level, and inflicts punishment at the student level. First, this incongruity incentivizes free riding, a market failure in which only some institutions pay the costs of meeting the quota but all AICCU member institutions enjoy the benefits of meeting the quota. Free riders are those institutions that benefit from higher Cal Grant funding levels without paying the costs of administering the program or marketing the program to prospective students. Where there is free riding, classical economic theory predicts that the market will produce an undersupply of the good – transfer slots (Tembo, 2015). In other words, by holding institutions accountable at the collective level, policymakers should expect institutions to produce fewer transfer slots than would be optimal. Second, these mismatched incentives may also create a principal-agent problem. This problem can lead to a market failure when individuals (i.e. institutions) act in their own best interest instead of the interest of the body (i.e. the ICCU sector) they represent. The ADT Commitment presupposes that institutions will act to advance the interests of the collective sector, a problematic assumption if it is not in the best interest of institutions to increase ADT admits. A market failure would occur if the costs of ADT implementation for an institution are greater than the benefits it would receive from increased Cal Grant funding. Rational choice theory would predict that each institution will make decisions based on its own costs and benefits – in this case, the process may lead to an undersupply of transfer slots if the direct costs of compliance outweigh the indirect benefits of noncompliance (Tamm and Snidal, 2014). The evidence of market failures is preliminary, but just over half of AICCU undergraduate institutions have signed on to the ADT Commitment (AICCU, 2021). While it is still too early to diagnose a market failure in the ADT Commitment, it is still important for policymakers to think about the theoretical implications of incentives.

In stakeholder interviews, legislative staffers stated that the policy threatens to inflict punishment on the same group of students that it is designed to help. Both ADT

² The transfer quota is set for “the number of new unduplicated transfer students accepted by private nonprofit postsecondary educational institutions who have been given associate degree for transfer commitments” (AB-1809, 2019). Coordination is not assigned to an administrative body but to AICCU, a nonprofit entity that is “the association representing the largest number of private nonprofit postsecondary educational institutions” (AB 1809, 2019).

and Cal Grants are meant to make postsecondary education more accessible and affordable for middle and low-income Californians (ADegreeWithAGuarantee, 2021; Berkeley, 2021). But if AICCU member institutions do not meet the transfer quota, it is the students who are most directly impacted. Although the stakes are highest for students, these stakeholders have little power to make institutions comply. The policy threatens to take scholarship funding away only if students are underserved by ADT transfer capacity – a twofold setback for underserved students. Coupling the quota with the Cal Grant stands to negate efforts to increase accessibility and affordability of a four-year degree from a private institution, especially for middle- and low-income students who benefit from Cal Grant funding (Subject L, Interview, 2021; Subject H, Interview, 2021; California Student Aid Commission, 2021).

When asked about the quota, most administrators were disappointed that the Cal Grant is used to enforce the ADT Commitment (Subject D, Interview, 2021; Subject F, Interview, 2021; Subject H, Interview, 2021; Subject L, Interview, 2021). While the Cal Grant incentive is used as a policy tool to ensure ADT compliance, failure to meet the predetermined quota does not necessarily indicate negligence on the part of AICCU institutions. Some institutions have a steady stream of transfer applicants each year, while others try but fail to increase their transfer applicant pool (Subject H, Interview, 2021). Simply accepting the ADT does not guarantee an influx of transfer students (Subject H, Interview, 2021; Subject L, Interview, 2021). Other institutions are not as concerned with the quota, citing their general priority to reach and admit more transfer students, with or without an ADT (Subject D, Interview, 2021; Subject F, Interview, 2021).

There are plenty of valid criticisms of the design of the Cal Grant incentive, but the research team was unable to develop or recommend an alternative incentive. Several potential modifications exist, but they each create their own problems. One idea is to apply a quota at the institutional level - where institutions have individual quotas and Cal Grant funding levels - as this would bring the level of the compliance into line with the level of measurement. However, this system would create an administrative burden for the State, who would have to monitor nearly eighty institutions instead of one collective sector. Even more problematic would be the methods used to set individual quotas for institutions - some AICCU member institutions did not enroll a single transfer student between 2000 and 2018, while others exceeded the transfer rates of public institutions (California Community College Chancellor's Office, 2021). This disparity would require individualized quotas for institutions - quotas that highly specialized schools may never meet. The nuance required to create individualized quotas could even lead schools to lobbying to reduce their individual quotas - given the possibility of quid pro quo arrangements in admission offices, there is danger in opening up an industry of rent seeking in higher education.

Another potential change would be to eliminate the Cal Grant incentive altogether and replace it with support for institutions to help them properly transition to the ADT system. To a degree, this change would return the independent transfer system to a status quo that produced declining CCC-to-AICCU transfer rates; such a change is not advisable until the existing policy can be evaluated with additional years of data. However, if the Cal Grant incentive does not produce sustained transfer increases in the future, it would make little sense to continue such a problematic incentive program.

Legislators could eventually eliminate the incentive program and instead offer support to institutions. For example, the State could train CCC counselors on the independent transfer landscape, help ICCUs craft transfer pathways for ADT students, promote ADT at ICCUs directly to students, or help ICCUs improve the quality of their communications materials. These are all supportive actions that the State could take, and the State could take these actions instead of - or in addition to - the existing incentive program.

Administration

Added administrative burdens for ICCUs with ADT implementation:

1. **Data definition and collection**
2. **Publicizing the ADT Commitment**
3. **Training admission staff to understand the ADT in addition to existing articulation pathways**

The implementation of a new program requires additional administrative responsibilities. With the ADT Commitment, the research team identified the following as potential added administrative burdens for ICCUs implementing the program—data definition and collection, promoting the ADT, and training admissions staff to understand the ADT. Data definition and collection present the most challenging

responsibility, while the overall added responsibilities are not perceived as burdensome.

In the early stages of the policy, AICCU has experienced difficulty in meeting the set quotas, and data collection issues have contributed to their challenges (Subject A, Interview, 2021; Subject G, Interview, 2021). One ICCU administrator noted that transfer numbers were low initially because some ADT students' transcripts did not indicate ADT completion, and institutions did not have other methods to collect data (Subject B, Interview, 2021). In response, AICCU instructed the administrator to count ADT students based on voluntary self-identification in application and enrollment documents (Subject B, Interview, 2021). While this measure increased reported ADT transfer numbers, the administrator feared that mistaken self-identification of having an ADT degree could cause inaccurate data collection (Subject B, Interview, 2021). An AICCU employee explained that data collection was inconsistent across schools because CCCs do not uniformly mark transcripts. Given the inconsistency in transcripts across origin CCC schools, AICCU has worked with member institutions to design custom data collection methods (Subject R, Interview, 2021). Data collection issues persist and place pressure on schools to collect data points that are not uniformly available (Subject R, Interview, 2021).

Institutions are responsible for maintaining their admission pages with information on applying to the school. All participating institutions have online pages dedicated to transfer students, but only about half host information specifically about the ADT Commitment (See Appendix B4). Advertising the ADT is an added responsibility for participating institutions that ensures interested students have access to complete information about transfer options to a specific ICCU. Improving their websites would require institutions to invest additional resources into communicating how ADT pathways can help students transfer.

One administrator noted that the ADT can help ease the administrative burden of crafting individual articulation pathways for every interested transfer student (Subject H, Interview, 2021). While some offices have the administrative capacity to build out individual pathways to transfer for each interested student, others cannot closely individualize transfer pathways due to office size (Subject I, Interview, 2021; Subject F, Interview, 2021; Subject H, Interview, 2021). This demonstrates that the ADT could potentially ease administrative burden by lessening the need to create custom pathways.

Conversations

The implementation of the ADT Commitment has served as an impetus for more conversations about supporting CCC transfer students through the transfer process. According to conversations with administrators at ICCUs, there are growing discussions within individual ICCUs about how to better support transfer students even beyond the ADT Commitment. While these growing and ongoing discussions were not a main policy goal of the ADT Commitment, they are evidence of a positive externality of the ADT Commitment.

Individual ICCUs were given the option to begin accepting the ADT (AICCU, 2020). Some schools were quick to join AICCU in implementing the ADT Commitment as a tool to increase transfer rates and increase accessibility to their schools. ICCUs that began accepting the ADT decided which ADT degrees could be transferred to their institutions, which often involved conversations with senior staff, the registrar, the provost, and various faculty chairs (Subject B, Interview, 2021; Subject M, Interview, 2021). Internal discussions about what ADTs would be accepted also led to further discussions about other potential CCC courses that could be transferred to an ICCU and subsequently strategies to facilitate more successful transfers (Subject B, Interview, 2021; Subject M, Interview, 2021). These conversations similarly reflected discussions that arose among CSU faculty about the design and implementation of ADT pathways at CSUs (Subject E, Interview, 2021).

Recommendations

Upon evaluating the policy goals and program activities of the ADT Commitment, the research team recommends four actions to improve implementation of the ADT Commitment. These recommendations include:

1. Monitor CCC transfer numbers and potentially reevaluate how to count transfer students if the numbers continue to decline.
2. Improve ICCU webpages to include clear and comprehensive information about the ADT Commitment.
3. Establish communication liaisons to facilitate CCC-ICCU conversations to facilitate the transfer process.
4. Establish a better system of advising to ensure students are supported earlier, more often, and by both CCC transfer counselors and ICCU transfer admission officers.

The recommendations aim to target various stakeholders and suggest a combination of concrete steps that target program activities and broader steps to consider for future review of the ADT Commitment.

Monitor CCC Transfer Numbers and Reevaluate Quota

The first recommendation is for the State and AICCU to continue to monitor the overall CCC-to-AICCU transfer numbers. If ADT transfers increase while overall CCC transfers continue to decrease, stakeholders should examine why the policy is not increasing overall CCC transfers to AICCU member institutions. A continued decline in transfer rates at ICCUs would suggest that the policy is advancing the interests of ADT students at the expense of CCC transfer students generally. The team recommends that stakeholders engage in an ongoing conversation about overall transfer rates, potentially even revising the policy to count all CCC transfer students towards the quota. This revision would allow institutions to adapt to meet transfer quotas using their own tried-and true transfer pathways.

Improve Institutions' ADT Web Pages

The research team recommends that participating institutions improve their web resources to include clear and accessible information about the ADT Commitment. The majority of ADT-accepting ICCUs do not host ADT-specific information on their websites, and some websites are difficult to navigate. Institutional websites are often the first point of contact for prospective students and they rely heavily on online resources throughout the transfer process. The team recommends including an ADT headline, information to distinguish the degree, a program description that explains what the ADT is, a description of ADT requirements, a list of the types of ADT programs they accept, course guides for specific ADT majors, and contact information for transfer students point of contact.

Establish Communications Roles/Liaisons

There are gaps in communication between ICCUs and their local CCCs, and these gaps ultimately impact the quality of communication with students. In order to ensure students are aware of the ADT program as a pathway to ICCUs, it is important for CCCs and ICCUs to establish strong channels of communication regarding transfers. The team recommends that these parties establish liaison roles between ICCU admissions staff and CCC guidance counselors. This role would help improve communications between ICCUs and CCCs and ensure proper information is updated and transmitted. Improved communications would also allow ICCUs to better reach prospective students.

Improve Student Advising

Student experiences revealed the central importance of counselors and advisors in navigating the transfer process, particularly regarding the ADT Commitment. Overall, the team recommends both CCCs and ICCUs evaluate the effectiveness and availability of their counseling teams to better support students with the intent to transfer. Transfer students should be required or highly encouraged to meet with a CCC transfer counselor early to discuss potential intent to transfer and begin completing relevant courses. This would ensure students can begin their transfer process earlier and consider their various options between the ADT and transferring to a CSU, UC, or ICCU. Students would also benefit from longer appointments with transfer counselors to ensure all crucial information can be shared during meetings.

Appendix A: Full Methodology

A1. Quantitative Data Collection, Validation, and Limitations

The team was able to collect and produce several relevant quantitative data sets. Quantitative data is limited because of the recency of the ADT Commitment and because of a lack of data for individual students in the U.S. higher education system. As a result, the research team only had access to aggregated data on the institutional level. At the institutional level the team collected quantitative data on transfer volume, total undergraduate student population size, the number of transfer pathways, and the quality of online ADT communications at participating institutions. Quantitative data was validated for completeness, objectivity, relevance, and sample size. All included data sets met the standards for each criterion.

Data on student population sizes and transfer volumes came from two sources. The number of students who transferred from CCCs to AICCU member institutions was sourced from the Management Information Systems Data Mart, a publicly available administrative dataset produced by the California Community Colleges Chancellor's Office (CCCCO, 2021). The number of students is tracked in concert with the National Student Clearinghouse. The number of students who transferred from CCCs to CSUs and UCs, as well as the overall number of undergraduate students per institutions, was sourced from Integrated Postsecondary Education Data System, the most widely-used data set produced by the National Center for Education Statistics (NCES, 2021). The data met the team's validation standards. First, the data sets were complete, including all institutions in California. Second, the data sets were objective, as data were collected using uniform processes across institutions. Third, the data sets were relevant, as they included information for the appropriate time frames and institutions. Fourth, the sample sizes were sufficient, as the data sets included all transfer and undergraduate students.

The team collected a proprietary data set by evaluating each institution's online ADT communications materials. The team assessed each website for binary inclusion of communications elements that assist students in understanding transfer options and requirements. This proprietary data set is available upon request, and the data met the team's validation standards. First, the data sets were complete, including all AICCU member institutions that have made the ADT Commitment. Second, the data sets were objective, as all data were collected with a uniform process where each piece of information was judged on a binary scale. Third, the data sets were relevant, as they included information for the appropriate institutions and the current time frame. Fourth, the sample sizes were sufficient, as the data sets included all websites for AICCU member institutions participating in the ADT Agreement.

A2. Overview of Qualitative Data and Semi-Structured Interviews

A qualitative approach was employed to adapt to the recency of the program and because the research questions attempt to evaluate processes rather than outcomes (Sewell, 1998). The research team used stakeholder interviews as the primary method for qualitative data collection, and the team also used a survey of AICCU administrators

to further support its findings. Interviewers tailored their questions to stakeholder groups and applied standard interview methods in conducting semi-structured interviews.

Interviewers applied both realist and constructivist approaches in conducting semi-structured interviews. While the constructivist approach aims to illustrate a worldview from a stakeholder's perspective, the realist approach instead focuses on the processes and mechanisms that the respondent identifies (Knight & Saunders, 1999). Realist interviewers respond dynamically when interviewees bring up causal mechanisms, and they respond by asking respondents questions about how, when, and why a program may or may not work (Mukumbang, 2020). The interviewers followed the semi-structured interview guidelines to introduce topics and guide the monologue of the respondent (Hammer & Wildavsky, 1993). Using both approaches in semi-structured interviews allowed the researchers to solicit and then accurately represent stakeholder opinions in the final report while identifying causal mechanisms that may be addressed through policy recommendations.

To gather qualitative data that could illuminate issues with stakeholders' experiences, the research team adapted interview questions according to the positions of the interviewees and according to responses gathered from past interviews. In adapting to the position of the interviewee, the research team asked questions relevant to each person's experience—while a student was asked about the difficulty of navigating the transfer process, a transfer counselor was asked about the difficulty of advising students through the transfer process. In adapting to information gathered from past interviews through an interactive research model, interviewers asked respondents if they had similar experiences or if their experiences contradicted the accounts of other interviewees (Maxwell, 2012). This process allowed the practicum team to tie common themes together from different interviews by providing additional support for statements where appropriate.

For the secondary method of qualitative analysis, the research team conducted a survey of administrators at AICCU member institutions that have made the ADT commitment. The survey was sent to all relevant persons of contact at AICCU member institutions. The research team wrote the survey and designed 10 questions that fit into five categories: familiarity with ADT, attitude toward ADT, impact of ADT on students, impact of ADT on institutions, and motivation for joining ADT. An AICCU staff member validated the survey by sending it to other AICCU staff members who took the survey. AICCU then administered the survey through SurveyMonkey, and survey results were sent to the research team for analysis. The research team used simple statistical analysis through software like Excel and STATA to analyze the portion of individuals in each response category. Due to the small sample size, the team did not conduct regression analysis. There were 24 responses to the survey that represented 22 ICCUs out of a total population of 39 ICCUs that have made the ADT Commitment. While the response rate of 56 percent is lower than that of some Census products, it is higher than many surveys conducted during the COVID-19 period (Census, 2020).

The team also created a proprietary data set to assess the quality of ADT-specific webpages for each AICCU member institution that has made the ADT commitment. The purpose of this data is to offer best practices to institutions that would like to improve ADT transfer rates to their schools by improving communications. To create this data set, the research team visited the website of each member institution

and made binary assessments for inclusion of the following information: ADT-Specific Page, ADT Headline, Program Description, ADT Programs Pathways, ADT Requirements, ADT Course Guides, Links to CCCs, ADT Contact Information, and ADT Frequently Asked Questions. The categories were selected from websites that exhibited best practices. This data set was stored in a private folder on Google Drive and is available upon request.

A3. Sample of Interview Subjects and Selection Criteria

The stakeholder subject selection process was designed to ensure that the research team collected broad and informed perspectives about the program. While the original study design proposed to select stakeholders based on the stakeholder's familiarity and positive or negative opinion of the program, the research team adapted the stakeholder selection process according to the availability of each group. The research team identified the most important stakeholder groups and planned to select one or more representatives from each stakeholder group. Table 1 presents descriptions of stakeholder group interests.

Criteria for selection of stakeholders was developed to gather information from individuals who occupy diverse positions and who have significant experience with ADT. The researchers team initially aimed to interview a minimum of 13 individuals, surpassing this threshold by interviewing 18 individuals. The team did not successfully interview a CSU or UC ADT student because other stakeholder groups (administrators) were unable to provide contact information. The team's access to each stakeholder group was dependent on the AICCU organization's relationships with each group, and some groups were more accessible than others. As a result, the team applied different selection criteria to each stakeholder group while still attempting to interview a diverse set of informed individuals. The following processes describe selection criteria and processes for each stakeholder group.

AICCU ADT Students. The research team interviewed three AICCU ADT students (2 were planned) because the team was unable to contact a non-AICCU ADT student and because the outreach process naturally resulted in contact with three students.. Outreach was conducted by sending requests for student contacts to AICCU administrators who answered the ADT AICCU survey. Three out of four students who expressed interest were successfully interviewed. While three students do not constitute a representative sample, each student contributed meaningful information relevant to their unique experiences and perspectives. Because these students were selected by program administrators, these students likely represent a group of students that is systematically different from the average ADT student population - in other words, the student may not represent diverse perspectives. However, the students were well-informed because they all had substantial experience with ADT.

Legislative Staff Members. The research team interviewed two legislative staff members from the California State Legislature (2 were planned). The team's initial goal was to interview lawmakers, but the AICCU organization connected the team to staff members. The team determined that the legislative staff members had sufficient expertise in the area since they possessed years of experience working in education policy. An AICCU staff member connected the research team to four staffers, and two of

them responded to requests for interviews. The staffers selected may not have represented a diverse set of perspectives, but they did exhibit substantial knowledge of ADT.

AICCU Organization Employees. The research team interviewed two AICCU employees (one was planned) because the team had additional questions about the data collection process following the first interview. Representatives of this stakeholder group were selected according to their familiarity with the ADT program, their familiarity with certain processes, and their availability for interview. The employees represented two important perspectives, policy and research, and they both had experience with ADT.

CSU Admissions Officers and CCC Transfer Counselors. The research team interviewed two CSU admissions officers (one was planned) and two CCC Transfer Counselors (two were planned) because of the contacts that AICCU identified. These three contacts were facilitated through AICCU employees and may not offer a diverse set of perspectives, but the individuals interviewed were all knowledgeable about ADT.

AICCU Member Institution Administrators. The research team interviewed seven AICCU member institution administrators (three were planned) because the team wanted a larger sample of institutions with greater variation in size, geographic location, and type of school. Additionally, the team was especially successful in identifying, contacting, and scheduling interviews with these administrators. The research team had received contact information for all staff who answered the survey questions, and all staff who were contacted agreed to schedule an interview. Given the relative ease of contacting these individuals, the research team was able to successfully choose from the sample to interview a diverse group of individuals with substantial ADT experience.

A4. Data Collection, Storage, and Validation

The research team collected quantitative data by querying public data sources - namely IPEDS and the CCC Data Mart - and storing the downloaded data on private computers. The raw data that was collected and analyzed is in excel format and available upon request. Data on transfer trends and student population numbers were validated through conversations with AICCU organization employees.

The research team conducted 18 stakeholder interviews beginning in December 2020 and ending in March 2021. Interviewees were initially contacted by email and asked for 30-minute phone or video chat interviews. Data was collected through detailed notes that were stored in a private Google Drive folder that was only shared by the research team members. Interview notes were summarized into main ideas to facilitate future synthesis. Once interview data was collected and transcribed, the team methodically cross-validated these initial findings. First, each team member wrote about the findings from the interviews they conducted in a report. Second, team members read one another's reports and synthesized common themes through discussions. Third, team members searched through interview notes to substantiate common themes and placed them in a content analysis matrix (not yet). Once the main points were extracted and represented in charts, the research team performed a thematic cross-validation of the data by searching the charts for evidence of thematic contradictions and agreements among stakeholders (Mortensen, 2020). Individual

interviews were cited in the report to demonstrate the extent of agreement on common themes.

The research team collected proprietary survey data with the assistance of AICCU staff. The research team designed the survey questions to answer the team's initial research questions (see Appendix C). AICCU staff administered the survey between January 14 and February 12 and sent the survey results to the research team in an excel file. The research team sorted and filtered the data in this excel file, stored the data in a private Google Drive folder, and analyzed the data in excel. Two observations were removed from the data set because they were test observations, and one observation was removed from the data set because the respondent expressed a lack of familiarity with the program. Given the simplicity of the survey and the small sample size, the team mostly used the results as support for findings from interviews.

A5. Logic Model

The research team designed a logic model to provide a policy framework and guide the implementation evaluation. According to the program theory, evaluation criteria should be based on the data collection about the initial expectation of key stakeholders. This evidence-based process ensures that the evaluation of the program is grounded in reality rather than researchers' assumptions. The concrete framework gives evaluators a clear and objective understanding about the main inputs, activities, outputs, outcomes, and impacts of the program (Wholey, Hatry & Newcomer, 2004). The logic model matrix is shown in Figure 4.

The research team identified four primary inputs of the AICCU ADT commitment. First, Assembly Bill 1809 set up the tie between ADT enrollment number and Cal Grant Funding. If private nonprofit postsecondary educational institutions don't satisfy the requirement for annual ADT student enrollments, Cal Grant Funding will be reduced from \$9,084 to \$8,056 (California Legislature, 2018) Second, advisors at AICCU member institutions and transfer advisors at CCCs help student understand their options for transferring to four-year institutions and staff. Third, CCC students are the policy's target population that is directly involved in the transfer process. Fourth, AICCU member institutions are the organizations that must comply with the ADT transfer quota.

With these inputs, there are four major activities in the implementation of the ADT Commitment that are supposed to lead to the desired outputs and outcomes. The activities, outputs, and outcomes of the logic model provides the criteria that the research team can review in determining whether the actual activities are in line with the initial expectations (Centers for Disease Control and Prevention, 2021). First, AICCU member institutions streamline transfer requirements as they attempt to admit more ADT students (Subject B, Interview, 2021). As institutions invest in streamlining requirements, more institutions should produce more ADT-compatible pathways, in turn leading to more options and increased accessibility for transfer students. Second, institutions will ideally invest in advisors who learn about ADT requirements and communicate information about ADT to students. This activity should result in increased transfer advisors with more information about ADT, in turn leading to more informed students who can successfully transfer and complete their degrees. Third, AICCU member institutions would ideally promote and advertise the ADT program to CCC

students (Subject B, Interview, 2021). This activity makes a similar contribution as transfer advisors by increasing students' awareness and knowledge of ADT. Fourth, institutions regularly report data on the number of ADT admits to AICCU (California Student Aid Commission, 2019). This activity allows AICCU to report overall ADT admits to the government as it keeps track of the sector's compliance with the ADT Commitment quota.

Together, these activities should collectively increase accessibility of four-year institutions, increase transfer numbers from CCCs to ICCUs, and improve graduation rates and time to completion for students.

A6. Reflections on Limitations

Overall, the timeline of the team's evaluation of the ADT Commitment at AICCU institutions could be considered premature. Most AICCU institutions joined the ADT commitment in 2018, so institutions have not do not have sufficient ADT outcome data for analysis. The earliest batch of ADT students graduated in summer 2020, and the only graduates would have been those who took two years to finish the program. Because it is early to evaluate outcomes, the team limited its evaluation to implementation and sought to limit implications of generalizability. Most of the team's findings should not be generalized outside of the period of study, as institutions and lawmakers could make changes to processes and policies soon after the release of this report.

The research questions were adapted to address the team's findings (see Figure B1 in Appendix B). Some questions were broadened to accommodate unanticipated findings, while other questions were adapted or eliminated because the team was unable to substantiate relevant findings through cross-validation. The original research question that asked about major limitations and benefits of the ADT commitment was appropriate to frame most of the questions, and as a result it was separated into questions about how the program has met its policy goals and how it has generated unintended consequences. The initial question about administrative burdens was folded into Research Question 2, while the initial question about AICCU's decision to adopt the ADT commitment was folded into policy goals in Research Question 1 (see Figure B1 in Appendix B). While the team initially wished to compare local articulation pathways to ADT transfer pathways, the only common theme was that counselors and students saw ADT as more of a complement to existing pathways rather than a substitute.

Selection bias is one potential limitation of the study's qualitative analysis, but the information is not presented as a representative sample. While the goal of qualitative analysis is not to gather a representative sample of information, selection bias is still important in this context because the AICCU organization facilitated most of the team's contacts. It is plausible that the opinions of these individuals would be systematically different than the overall stakeholder groups they represent. Likewise, the survey does not reflect a representative sample of institutions. While the sample size is large relative to the overall number of institutions, it is small relative to the overall populations of individuals who belong to those institutions, and no measures were taken to weight survey responses. Survey respondents represent the perspective of one individual from each institution, excluding other stakeholders from those institutions. Therefore, the

respondents have their own opinions and may not represent the opinions of the entire affiliated institution. Given these limitations, the research team makes no claim that the interview or survey results are representative.

A7. Ethical Considerations in Human Subjects

Ethical considerations in human subjects were carefully considered in data collection and disclosure of information in this report. The main methods of data collection were interviews, surveys, website assessments, and queries of public databases. Since websites and queries of public databases are already public information, the ethical considerations were limited for these methods of data collection. However, in its qualitative data collection, the research team employed an ethics bottom up approach to ensure awareness and respect for the participants - including their time, needs, and concerns (Banks & Scheyven, 2014). Research team members took care to consider the best interests of participants, and the team's academic advisors also oversaw the data collection methods. The client, who had substantial experience working with all stakeholder groups, provided advice on how to collect data using general ethical principles. There were three main ethical considerations in the interview and survey: transparency, privacy, vulnerable populations, and internal bias.

First, interviews will be transparent to ensure interviewees understand the purpose of the research project, identity of research team members, how the interview information will be used and shared, and their roles in participating in this project. Interviewers will equip subjects with the knowledge they need to provide informed consent (Banks & Scheyven, 2014). Interviewees were formally informed about their rights and all participated voluntarily (see Figure B3 in Appendix B). Respondents have the right to refuse to answer some questions. Although the design of the interview will last for 30 minutes, interviewees can also withdraw from the interview as they wish. They also have the right to reject the request for voice records.

Second, privacy was considered by granting anonymity to all interviewees by default. The team identifies subjects using unique anonymous identifiers that link to interview notes. The notes are stored in a private Google Drive folder, and only research team members have access. The team will be prepared to send any information to participants in the case that they request it (Banks & Scheyven, 2014).

Third, the team took measures to avoid inflicting harm on vulnerable populations. Vulnerable populations were mostly excluded in the design of interviews and surveys, outreach to stakeholders, the process of data collection, and summaries of viewpoints from stakeholder groups. Students were considered the most vulnerable population in the data collection process, and they were treated accordingly. The team did not directly contact students but reached out to administrators who asked student permission to be interviewed. The potential vulnerability of this population was taken seriously; non-AICCU ADT students were not contacted because administrators were unable to reach out directly to ask for permission. As was the case for all stakeholders, identities of individual students were kept completely anonymous.

Fourth, the team considered its own internal biases in its research design. Although the design of interview questions depended on the unique characteristics of different stakeholder groups, the research team reflected on how the questions may

confirm biases or inadvertently prime respondents to answer questions in certain ways. This reflection helped to ensure the study had an inclusive, fair, and diverse research approach. In order to satisfy this requirement, the research team communicated frequently with project advisors and the client.

Appendix B: Tables and Figures

Figure B1: Research Questions

Revised Research Questions	Original Research Questions
<p>What are the policy goals? What evidence is there that the program met each goal?</p> <p>What are the key program activities? To what degree have they been implemented?</p> <p>What are the unintended consequences of implementing the ADT Commitment?</p>	<p>How does the ADT Commitment pathway compare to the existing local articulation pathways at AICCU's?</p> <ul style="list-style-type: none"> • Key measures of success (completion, satisfaction, etc.) • Notable differences in student populations <p>What are the major limitations and/or benefits that may arise from ADT Commitment?</p> <ul style="list-style-type: none"> • Do these limitations and benefits also exist for existing articulation pathways? <p>What are the administrative burdens of supporting the ADT Commitment?</p> <ul style="list-style-type: none"> • How do these burdens compare with existing articulation pathways? • Does the combination of existing pathways and ADT lead to additional burdens? <p>What factors contributed to AICCU's decision to adopt the ADT Commitment?</p> <ul style="list-style-type: none"> • How and why have some AICCU institutions adopted the ADT Commitment while others have opted out?

Figure B2: Survey Questions for AICCU Administrators

1. How familiar are you with the ADT program?
 - a. Not familiar at all (0)
 - b. Not very familiar (2)
 - c. Somewhat familiar (2)
 - d. Familiar (9)
 - e. Very Familiar (11)
2. How would you rate the overall impact of the ADT program on administrators involved with the program at your institution?
 - a. Negative (0)
 - b. Somewhat negative (0)
 - c. Neither negative nor positive (7)
 - d. Somewhat positive (9)
 - e. Positive (6)
 - f. Unsure (2)
3. How would you rate the impact of the ADT program on ensuring timely degree completion for students?
 - a. Negative (0)
 - b. Somewhat negative (0)
 - c. Neither negative nor positive (6)
 - d. Somewhat positive (6)
 - e. Positive (7)
 - f. Unsure (5)
4. How would you rate the impact of the ADT program on improving the clarity of the transfer process for students?
 - a. Negative (0)
 - b. Somewhat negative (0)
 - c. Neither negative nor positive (3)
 - d. Somewhat positive (9)
 - e. Positive (11)
 - f. Unsure (1)
5. How likely are you to recommend the ADT pathway to a transfer student over your school's traditional transfer pathway?
 - a. Unlikely (1)
 - b. Somewhat unlikely (0)
 - c. Neutral (5)
 - d. Somewhat likely (2)
 - e. Likely (15)
 - f. Unsure (1)
6. In your opinion, how does the ADT program impact the number of students who transfer to your institution?
 - a. Decreases significantly (0)
 - b. Decreases somewhat (0)
 - c. No impact (10)
 - d. Increases somewhat (9)
 - e. Increases significantly (0)
 - f. Unsure (5)
7. In your opinion, how does the ADT Commitment impact the academic quality of students who transfer to your institution?
 - a. Decreases significantly (0)
 - b. Decreases somewhat (0)
 - c. No impact (9)

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- d. Increases somewhat (8)
 - e. Increases significantly (0)
 - f. Unsure (7)
8. How would you rate the overall financial impact of the ADT program on your institution?
- a. Negative (0)
 - b. Somewhat negative (1)
 - c. Neither negative nor positive (12)
 - d. Somewhat positive (6)
 - e. Positive (1)
 - f. Unsure (4)
9. In your opinion, how does the ADT program contribute to a more diverse student population in any of the following ways? Please check all that apply:
- a. Age (7)
 - b. Sex (2)
 - c. Race (4)
 - d. Ethnicity (3)
 - e. Income (4)
 - f. Major/Area of study (2)
 - g. Geographic Location (3)
 - h. NA/Unsure (13)
 - i. Other (please specify) (2)
10. What motivated your institution to join the AICCU ADT Agreement? Check all that apply.
- a. Increase opportunities for students (19)
 - b. Provide a clear pathway to community college students (18)
 - c. Comply with Cal Grant Funding Incentive (15)
 - d. Respond to Shifting Age Demographics (4)
 - e. Maintain institutional reputation (6)
 - f. NA/Unsure (2)
 - g. Other (please specify) (2)
11. Additional Comments (any responses will be made anonymous in analysis and reporting)

Figure B3: Sample Record of Interview—Participating ICCU Administrator

Introduction:

My name is [NAME]. Thank you for agreeing to discuss the ADT program with me. I am part of a research team from the USC Sol Price School of Public Policy that is investigating California's Associates Degree for Transfer (ADT) program as applied to Association of Independent California Colleges and Universities (AICCU) institutions. The purpose of this interview is to gather information and detail about your experiences and understanding of the program.

Your participation is voluntary, and your identifying information will be kept confidential. The interview will take approximately 30 minutes to complete. There is no financial compensation for your participation in this interview. Please feel free to ask any clarifying questions or decline to answer if you do not feel comfortable doing so. If you have any questions about the project following the interview, please feel free to contact me at [EMAIL].

The team asked the following questions of the interviewees and received the following responses.

1. What is your role at the (institution name) and how long have you been serving in that position? How have you been involved with the ADT Commitment at the (institution name)? (e.g. decision to adopt the commitment, implementation, reporting, etc.)
2. What were the primary factors that contributed to your institution's decision to adopt the ADT Commitment?
3. Would you consider the ADT an improvement upon existing articulation pathways? Why or why not?
 - a. What do you consider to be measures of success for transfer students, for both traditional transfers and ADT transfers?
 - b. Do you have any data on any key measures of success?
4. To your knowledge, what proportion of students transferring to your school are transferring through the ADT Commitment versus existing local articulation pathways?
 - a. Have you noticed any differences in student populations between ADT and non-ADT transfer students?
 - b. Do you notice any major barriers in the ADT transfer pathway?
 - c. Has it been challenging for your institution to meet the quota for ADT student admissions?
5. How equipped are your admission and counseling staffs to advise students through the ADT application and academic process?
6. Does your institution advertise the ADT Commitment? What methods or strategies do you use?
7. How would you change or improve the ADT Commitment?
 - a. What challenges and critiques do you have about the ADT Commitment (whether from students, staff, or faculty)?

Figure B4: ADT Information on ICCU Websites

School	Specific Transfer Counselors on website?*	Clicks to find ADT information (Homepage to ADT page)	ADT-specific page	ADT Headline	Program Description	ADT Programs Pathways	ADT Requirements	ADT Course Guides
Azusa Pacific University	4	3	X	X	X	X	X	X
Biola University	6	5	X	X	X	X	X	X
Eresne Pacific University	0	3	X	X	X	X	X	X
Mount Saint Mary's University	4	3	X	X	X	X	X	X
Pacific Union College	1	3	X	X	X	X	X	X
La Sierra University	2	5	X	X	X	X	X	X
Holy Names University	0	5	X	X	X	X	X	X
Notre Dame de Namur University	0	Search Function	X	X	X	X	X	X
Point Loma Nazarene University	2	4	X	X	X	X	X	X
National University	0	4	X	X	X	X	X	X
University of La Verne	0	2	X	X	X	X	X	X
University of Redlands	1	5	X	X	X	X	X	X
Brandman University	0	3	X	X	X	X	X	X
Concordia University Irvine	1	1	X	X	X	X	X	X
Golden Gate University	0	2	X	X	X	X	X	X
Los Angeles Pacific University	0	2	X	X	X	X	X	X
William Jessup University	0	3	X	X	X	X	X	X
Marymount California University	1	5	X	X	X	X	X	X
California Baptist University	0	3	X	X	X	X	X	X
Memlo College (ADT mentioned in Paragraph)	1	2	X	X	X	X	X	X
Whittier College (ADT Mentioned in Bulletpoint)	1	2	X	X	X	X	X	X
The Chicago School of Professional Psychology (ADT Mentioned in Bulletpoint)	0	4	X	X	X	X	X	X
California Institute of Integral Studies	0	0						
California Lutheran University	4	4						
Humphreys University	0	0						
John Paul the Great Catholic University	0	0						
Laguna College of Art & Design	0	0						
Mills College	1	1						
Pacific Oaks College	0	0						
Palo Alto University	0	0						
Saint Mary's College of California	1	1						
Sun Diego Christian College	0	0						
Simpson University	1	1						
University of Saint Katherine	0	0						
University of San Francisco	12	12						
University of the Pacific	4	4						
University of the West	0	0						
Vanguard University	0	0						

*A zero value does not indicate the institution has no admission staff dedicated to transfer students. A zero value means there is no specific information on who to contact on the institution website.

Source: Data Collected by Authors from ICCU Institution's Website

Appendix C: Survey Results

Source: USC MPP Practicum Team for AICCU (2021), ADT survey of AICCU member institution administrators, USC Price School.

Figure C1: Survey Results –How familiar are you with the ADT program?

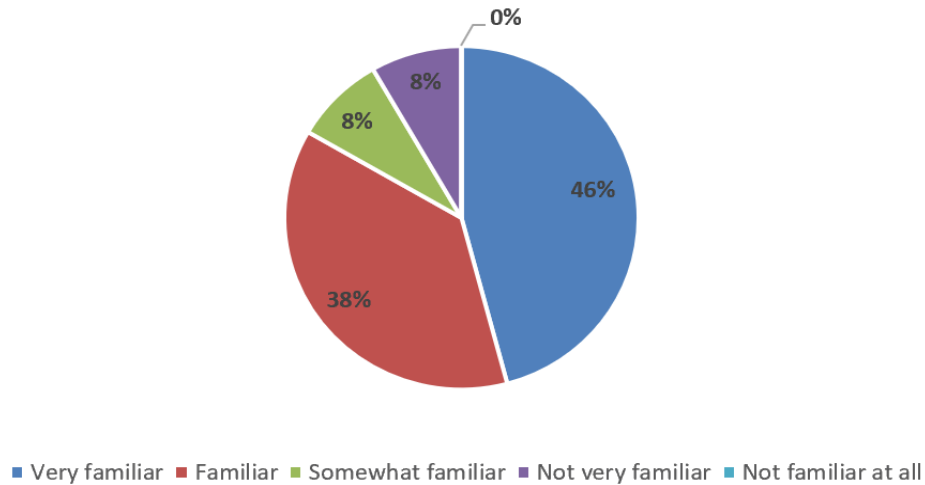


Figure C2: Survey Results –How would you rate the overall impact of the ADT program on administrators involved with the program at your institution?

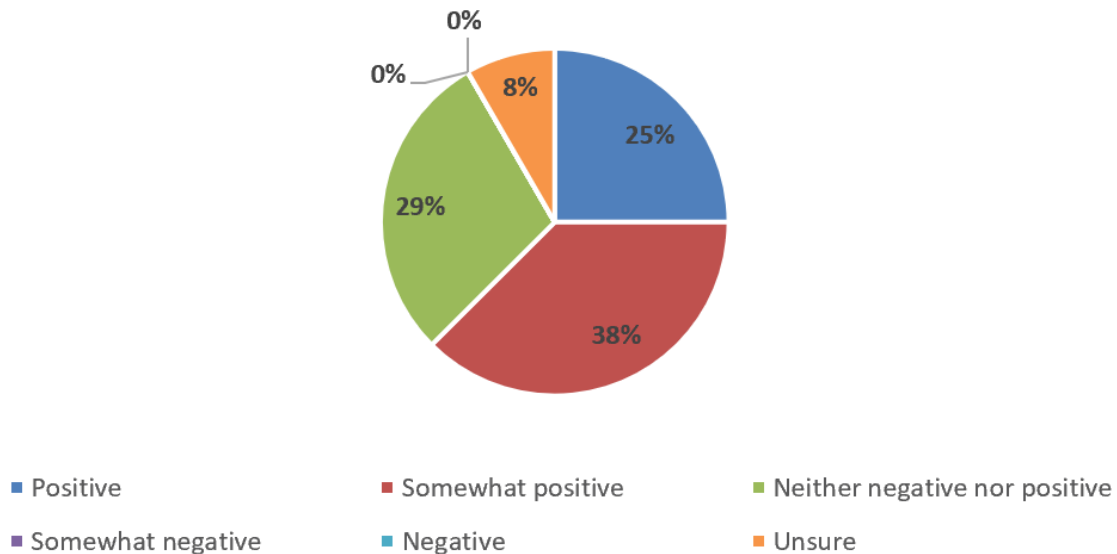


Figure C3: Survey Results – How would you rate the impact of the ADT program on ensuring timely degree completion for students?

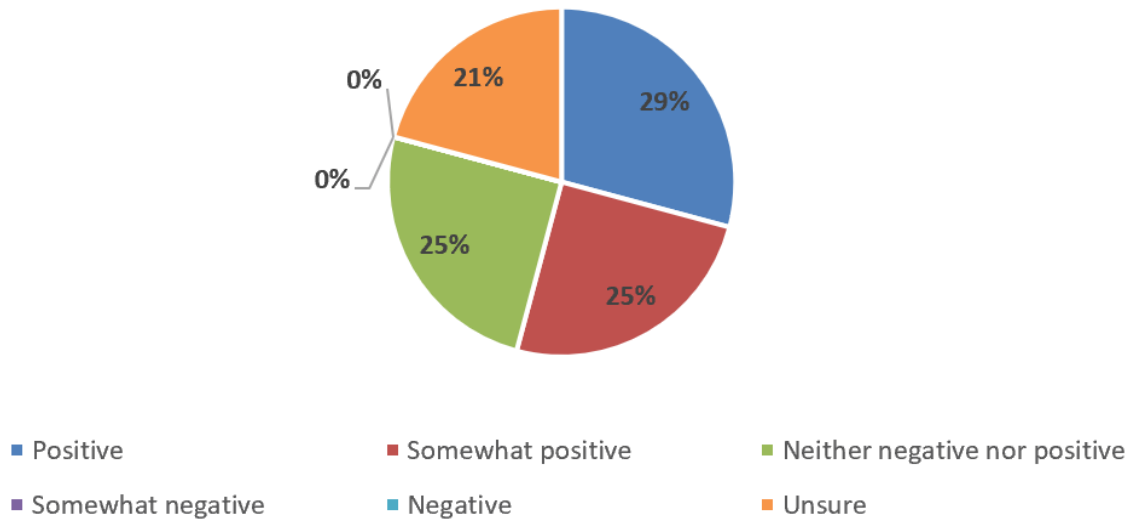


Figure C4: Survey Results – How would you rate the impact of the ADT program on improving the clarity of the transfer process for students?

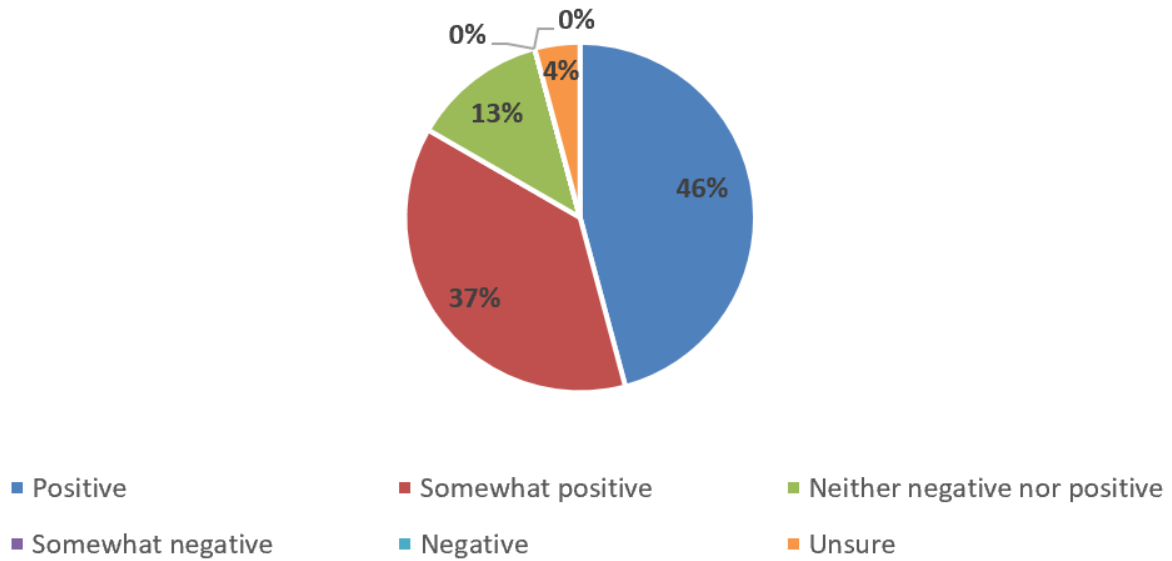


Figure C5: Survey Results – How likely are you to recommend the ADT pathway to a transfer student over the traditional transfer pathway?

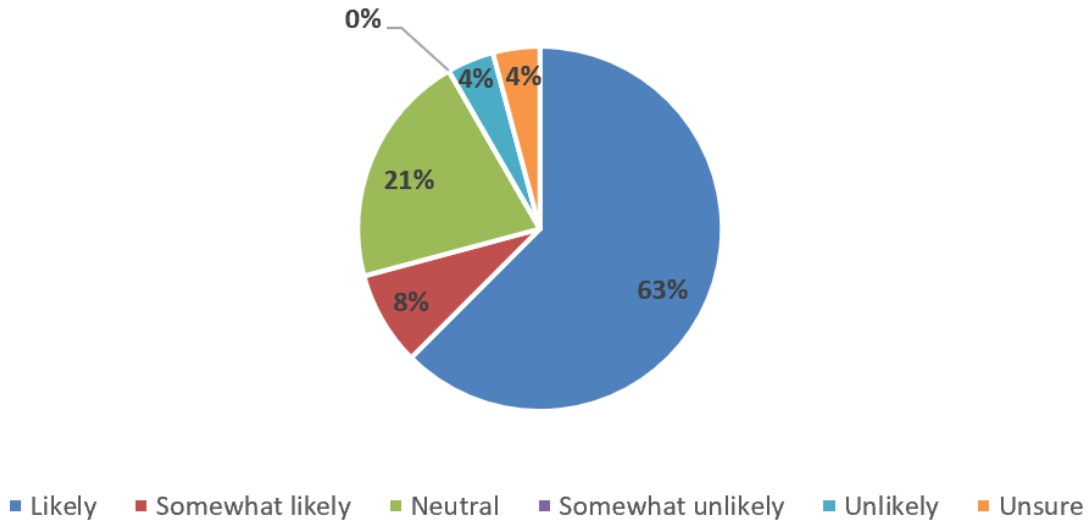


Figure C6: Survey Results – How does the ADT program impact the number of students who transfer to your institution?

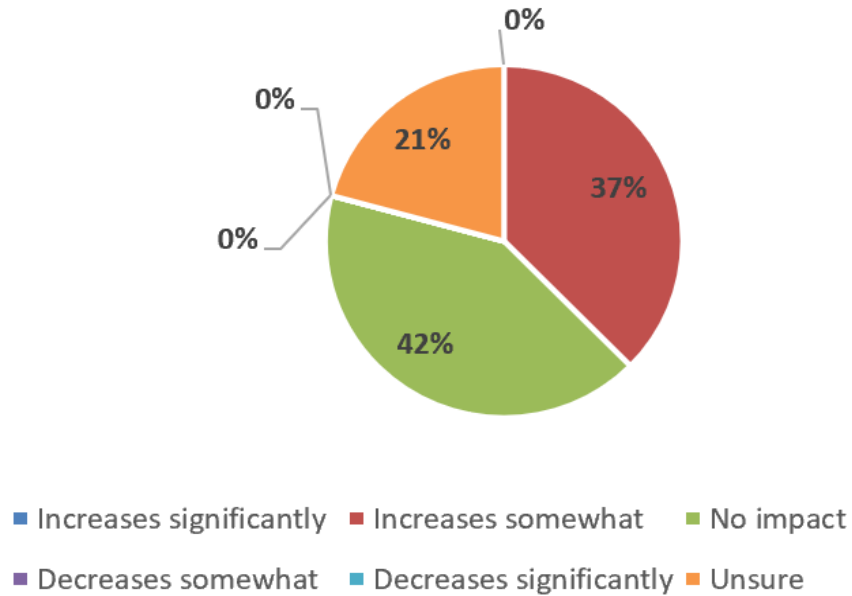


Figure C7: Survey Results – How does the ADT Commitment’s impact the academic quality of students who transfer to your institution?

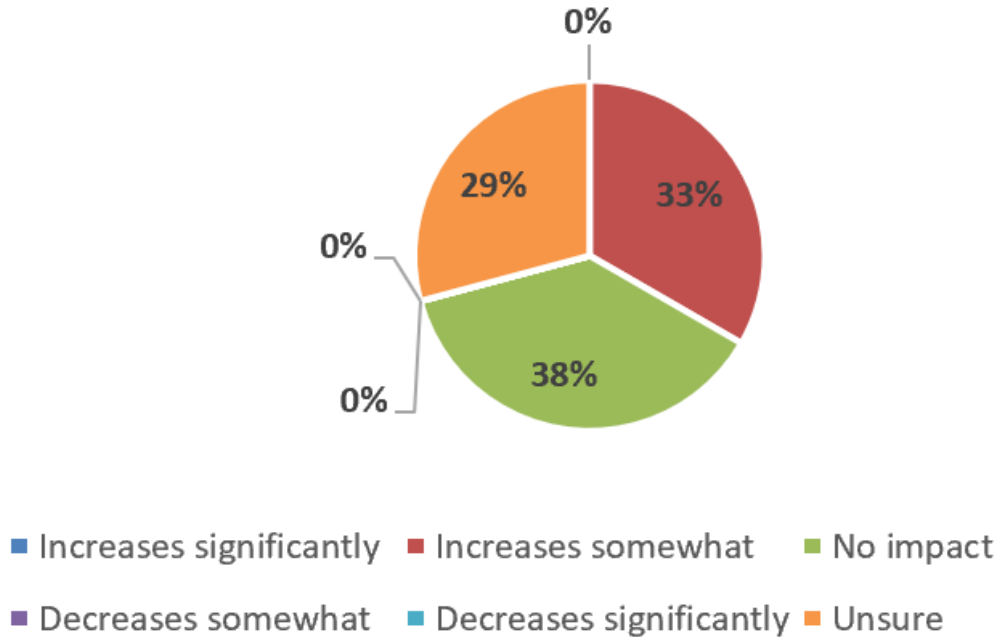


Figure C8: Survey Results – How would you rate the overall financial impact of the ADT program on your institution?

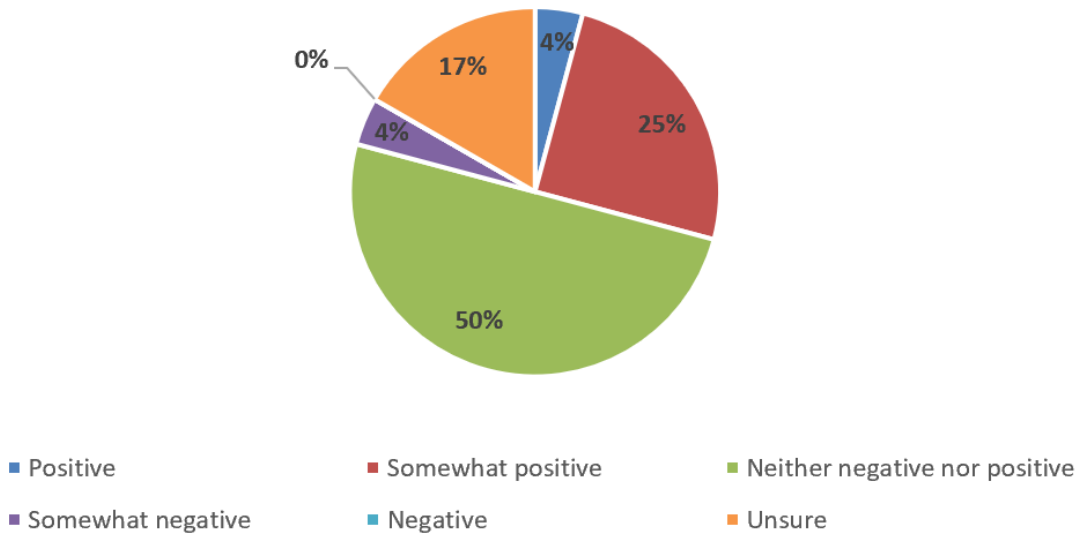


Figure C9: Survey Results – Does the ADT program contribute to a more diverse student population in any of the following ways?

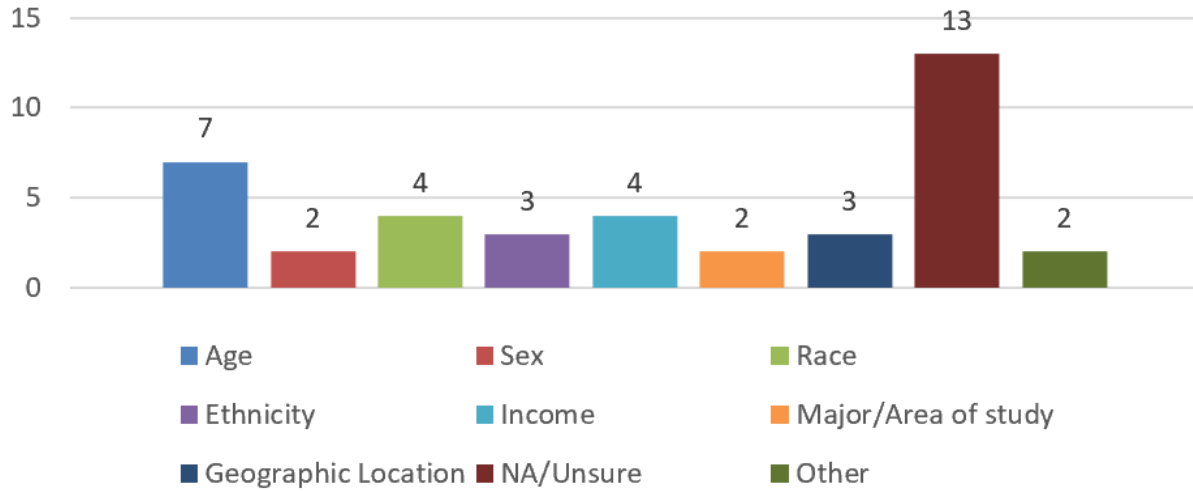
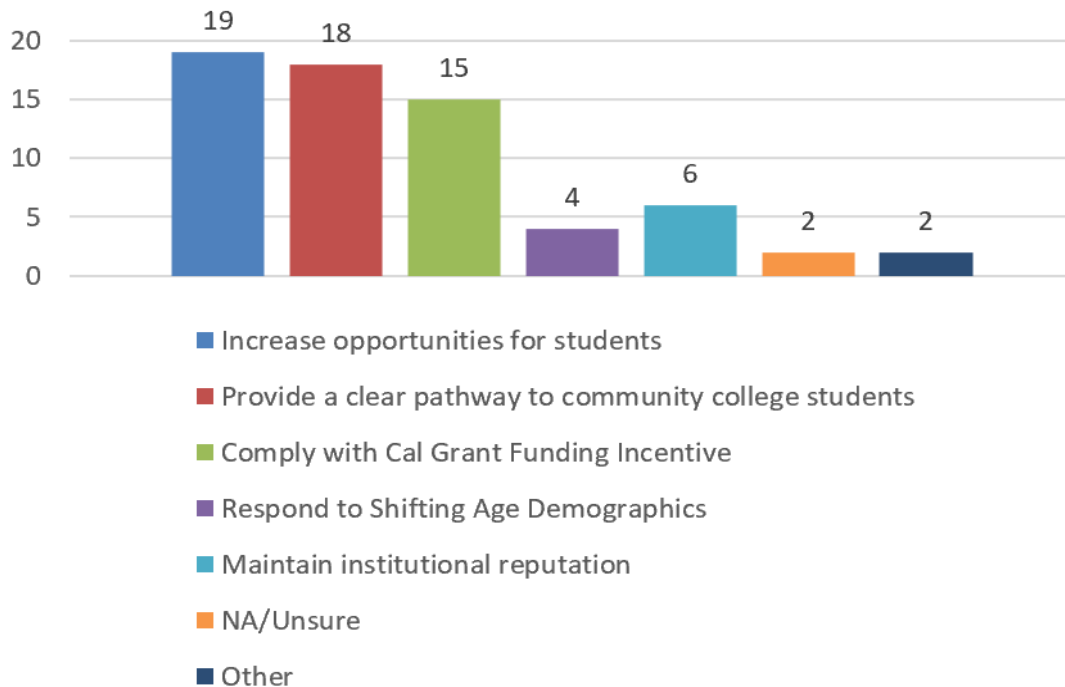


Figure C10: Survey Results – What motivated your institution to join the AICCU ADT Agreement?



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